

# THE SCHOOL JOURNAL NEW YORK AND CHICAGO.

VOLUME LI., No. 13.  
\$2.50 A YEAR; 5 CENTS A COPY.

OCTOBER 12, 1895.

61 East Ninth St., New York  
262 Wabash Ave., Chicago, Ill.

## White's Outline Studies

IN THE HISTORY OF THE UNITED STATES

By Francis H. White, A.M., Professor  
of History and Political Science, Kansas  
State Agricultural College, - - .30

A new idea as an aid to the study of history. It is an exercise book (size 7 in. by 8 1-4 in.), with blank leaves on which pupils are required to record their written or pictorial work in response to suggested outlines. It combines a number of simple devices calculated to assist the memory, stimulate the imagination, strengthen the judgment and cultivate order and neatness in the arrangement of material. Numerous Outline Maps. Tables. List of Reference Books. Biographical Sketches. Historical and Political Questions, etc., etc.

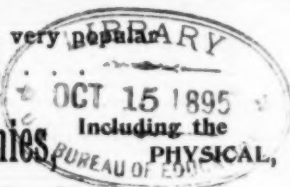
Sent postpaid to any address on receipt of price. Teachers of history are cordially invited to correspond with us in regard to the introduction of this novel aid.

**AMERICAN BOOK COMPANY**

New York Cincinnati Chicago Boston Atlanta Portland, Ore.

## Make a Note of This.

That these very popular  
text-books,



Maury's Geographies  
Davis's Reading Books,  
Holmes's New Readers,  
Venable's New Arithmetics,  
Gildersleeve's New Latin Grammar,  
Clarendon Dictionary,

ETC., ETC., ETC.,

are published by

**UNIVERSITY PUBLISHING CO.,**

43-47 East Tenth Street, New York.

## DIXON'S AMERICAN GRAPHITE PENCILS.

ARE USED IN MORE SCHOOLS AND COLLEGES THAN ANY OTHER PENCILS

## DIXON'S COLORED PENCILS

ARE UNEQUALED FOR MAP DRAWING AND TINTED SKETCH WORK

If not familiar with DIXON'S PENCILS, mention THE  
SCHOOL JOURNAL, and send 16 cents in stamps for samples.

**JOS. DIXON CRUCIBLE CO., Jersey City, N. J.**

## R. & J. BECK'S NEW COLLEGE MICROSCOPE

Special duty-free prices  
to schools and colleges.

The New College Microscope is Beck's latest instrument, and while selling at an exceedingly low price, embodies all the latest improvements and the essential features of the most expensive microscope. It is thoroughly well made, beautifully finished and is adapted for all classes of microscopical work.

The New College Microscope with one eye-piece, 1 in. and 1 1/4 in. Periscope Objectives, in case, duty free - - - \$27.00

The New College Microscope with one eye-piece, 2 1/2 in. and 1 1/4 in. Periscope Objectives, in case duty free, - - - \$39.35

The New College Microscope with one eye piece, 2 1/2 in., 1 1/4 in. and 1-1/2 in., oil immersion Periscope Obj., with Abbe Condenser No. 394, in case, duty free, - - - \$49.75  
Write for full information. Send for Catalogue.

**WILLIAMS, BROWN & EARLE,**  
Mathematical, Optical, Microscopic, Photographic Supplies.  
33 South 10th St., Philadelphia.  
Magic Lanterns and Slides for Educational use a Specialty.



## Frick's Automatic Electric PROGRAM CLOCK.



Write for illustrated  
catalogue describing  
and illustrating its  
successful use in

Public, Private,  
and Manual  
Training Schools,  
Academies,  
Colleges, and  
Factories, &c., &c.

One apparatus keeps  
every period in every  
room, every depart-  
ment and every build-  
ing, on time without  
the aid of the human  
hand.

Satisfactory Results  
Guaranteed.

**FRED. FRICK, Mfr.,**  
Waynesboro, Franklin Co., Pa.  
Lock Box, 406.

**Wm. S. Fuller & Co.**

Physical and Chemical Apparatus.  
Microscopes, Telescopes,  
Photographic Supplies,  
Optical Lanterns & Slides.

Only complete Science Factory in the West.

INSTRUMENTS OF PRECISION TO ORDER

CHICAGO.

## The Posse Gymnasium

offers a thorough normal course. Medals for  
methods: Boston, 1892, Chicago, 1893, and  
Antwerp, 1894. Summer course, July 8th to  
August 9th, inclusive. 7th Year opens Sept.  
10th. Address

Baron NILS POSSE, K.G.V., B.Sc., M.G.,  
23 Irvington Street, BOSTON.

## Fascinating Music

### "New Harvard Song Book"

The latest collection of college songs published. The  
best examples obtainable of the distinctly modern  
college song up to date. 12 pages, 35 songs. Cover  
in crimson and white.

Heavy Paper, \$1.00, Postpaid.

### "Good Old Songs"

Thousands sold. A treasure book of over 100  
songs which have been loved by several generations.  
Handsomely bound.

Heavy Paper, \$1.00; Boards, \$1.25;  
Cloth, Gilt, \$2.00.

### "Minstrel Songs—Old and New"

102 songs. The most popular minstrel collection  
extant.

Heavy Paper, \$1.00; Boards, \$1.25;  
Cloth, Gilt, \$2.00.

### "Choice Sacred Solos"

Vol. 1. 39 songs for soprano and tenor. Vol. 2.  
40 songs for alto, baritone and bass. Made up of the  
best modern sacred compositions.

Heavy Paper, \$1.00; Boards, \$1.25;  
Cloth, Gilt, \$2.00.

### "College Songs for Girls"

The only collection of the kind published, including  
the best songs sung in the leading colleges for women.  
140 pages.

Heavy paper. \$1.00 postpaid.

### "Moore's Irish Melodies"

New edition of the poet's exquisite songs and lyrics.  
142 songs. Also a portrait and memoir of the author  
with historical notes. Octavo size.

Heavy Paper, \$1.00; Boards, \$1.25;  
Cloth, Gilt, \$2.00.

Descriptive circulars of any of the above books sent  
free on application.

## Oliver Ditson Company,

453-463 Washington St., Boston.

C. H. DITSON & CO., N. Y. J. E. DITSON & CO., Phila

## † ALL THE CUTS †

Published in The School Journal

## ARE FOR SALE

At Reduced Prices.

Half Tones, 20c. per sq. in., minimum price,

Line Engravings, 7c. per sq. in., minimum price,

75c.

Orders should be sent in as soon as possible after  
cuts appear in the paper, as all cuts must be disposed  
of shortly after publication. Address

E. L. KELLOGG & CO., 61 E. 9th St., New York.

Established 24 years.

INVENTORS AND  
MANUFACTURERS OF  
Modern Science  
Apparatus.

Original Designs,  
Superior Work-  
manship.

Standard Special  
ties.

Valveless Air Pumps.  
Solar Microscope & Lantern  
Dynamos, Motors, Galvanome-  
ters and Testing Sets.

Telescopes, Microscopes, Anatomical Models,  
Human Skeletons, Pure Chemicals, Chemical  
Glassware, etc.

**ALFRED L. ROBBINS CO.,**  
(Successors to Science Department  
National School Furnishing Co.)  
Works and Salesroom: 179 and 181 Lake  
Street, Chicago.

New Catalog free to School People.

## ESTABLISHED 1851. EIMER & AMEND,

205-211 Third Ave.,  
NEW YORK.



Everything necessary for  
the Chemical and Physical  
Laboratory will be fur-  
nished of best quality at  
reasonable prices.

Glass and metal appara-  
tus, special, made to order,  
according to drawings.

Glass blowing and en-  
graving done on premises.



## DRAWING MATERIALS. - SURVEYING INSTRUMENTS.

The largest and best assorted stock in this line.  
We are thoroughly familiar with the requirements  
of schools of all grades and are supplying most of the  
best Colleges and Universities. Correspondence  
solicited. Catalogue on application.



## THE BEST MACHINE for SCHOOL and HOME it makes a PERFECT POINT and NEVER BREAKS THE LEAD.

"It is correctly named; the nearest to perfection of  
anything of the kind I ever saw."

WILLARD F. HYDE,  
School Commissioner 2d Dist., Franklin Co., N.Y.

All Stationers sell it. Price \$1, sent, express  
paid, \$1.25. SEND FOR CIRCULAR.

GOODSELL CO., Antrim, N. H.

## \$75 a Month—evenings, to WRITERS

who learn, and represent Bixler's popular System  
of Physical Training in Penmanship, at their  
own homes. Muscles trained, strengthened, con-  
trolled—speed and ease in shortest time—less labor,  
better results. Less expense, bigger income—easy to  
learn—easy to teach. Beautiful Parchment Diplo-  
ma granted. Our \$4.25 Teacher's and Agent's  
Outfit, which enables you to graduate at home and  
make \$75 a month evenings, sent for \$1, and bought  
back if not satisfactory. Consists of: 1) Self-instruc-  
tor, 80 pp., cloth, 55c. 2) Business Penman,  
mo'ly 1 yr. 12 pp., 95c. 3) Pocket Manual, 40  
pp., cloth, com. branches in a nutshell, 25c. 4) Mail  
Course, 4 lessons, written letters, copies, etc., \$2.  
5) Ad. Outfit, \$1.

We want more teachers and agents, hence the \$1  
offer. Send 2c. stamp and see what you get.

Bixler Business College Co., Wooster, Ohio.

## Barnes' Foot and Power Machinery



Lathes for wood  
and metal work,  
Scroll Saws, Cir-  
cular Saws, etc.  
Specially adap-  
ted for use in In-  
dustrial and  
Manual Training Schools.  
Special prices to Educational In-  
stitutions. Catalogue and price  
list free by mail.

W. F. & JOHN BARNES CO.,  
911 Ruby Street, ROCKFORD, ILL.

## ESTERBROOK'S STEEL PENS.

No. 333.

Standard School Numbers.

333, 444, 128, 105 and 048.

For sale by all Stationers.

ESTERBROOK STEEL PEN CO., 26 John St., N. Y.

## WHY WORRY?

THERE'S A ROYAL ROAD.

THOUSANDS ARE TAKING IT BY USING

## AUGSBURG'S DRAWING COURSE

- (1) It gives results; a radical departure from the old methods. (3) It is the cheapest method. The pupil is not constantly using up his drawing books. He uses this book as a text book—just the same as he does his arithmetic,—to work examples.
- (2) It is not a series of copy books—the other systems talk of "drawing from the object"—but they know the child copies the printed view of the object. In this system he has to do independent work. (4) It is acknowledged to be the only system which enables the pupil to acquire an easy mastery of free-hand perspective.

SIMPLE.—Only three forms, the cube, the cylinder, and the triangular prism are made the basis of the whole work.

EFFECTIVE.—It stands the test. Pupils learn how to not only draw from objects but from memory and the imagination.

If you are interested in the above write for circulars fully describing the system.

EDUCATIONAL PUBLISHING CO., 63 Fifth Avenue, NEW YORK.

## MESERVEY'S TEXT-BOOKS IN BOOK-KEEPING.

December, 1894, the Single Entry adopted for use in all the Grammar Schools of the CITY OF CHICAGO.

February 22, 1895, by act of Legislature for all the Free Schools of the State of WEST VIRGINIA.

Meservy's Text-Books are found to meet all the requirements of High and Grammar Schools in an entirely satisfactory manner.

Examination copy sent: Single and Double Entry for 50 cents; Single Entry, 30 cents. Correspondence requested.

THOMPSON, BROWN &amp; CO., Publishers, BOSTON, CHICAGO.

The Massachusetts Mutual Life Insurance Co.,  
1895— SPRINGFIELD, MASS. —1895

JOHN A. HALL, President

H. M. PHILLIPS, Secretary.

JANUARY 1, 1895.

Assets, \$15,653,366.60. Liabilities, \$14,509,694.31. Surplus, \$1,143,672.29.

If you will write your name, date of birth, and address, in the blank form below, and send it to the above address, we will take pleasure in showing you, not an "ESTIMATE" but a "STATEMENT" showing the exact values in cash and paid up insurance which would appear in a Policy issued at your age.

I was born on the \_\_\_\_\_ day of \_\_\_\_\_ in the year \_\_\_\_\_

My Name is \_\_\_\_\_

Address is \_\_\_\_\_

Charles De Silver &amp; Sons, No. (G) 1102 Walnut St., Philadelphia.

Publishers of Hamilton, Locke &amp; Clark's "INTERLINEAR CLASSICS"

"We do amiss to spend seven or eight years merely scraping together so much miserable Latin and Greek as might be learned others use easily and delightfully in one year."—MILTON.

Virgil, Cæsar, Horace, Cicero, Sallust, Ovid, Juvenal, Livy, Homer's Iliad, Gospel of St. John, and Xenophon's Anabasis, each to teachers for examination, \$1.50.

Clark's Practical and Progressive Latin Grammar, adapted to the Interlinear Series of classics, and to all other systems. Price to teachers for examination, \$1.00.

Sargent's Standard Speakers, Frost's American Speaker, Pinnock's School Histories, Lord's School Histories, Bancroft's French Series, etc.

Sample pages of our Interlinear Series free. Send for terms and new catalogue of all our publications.

## SOMETHING NEW.

THE GEM SPELLING BLANK No. 1½,  
Words and Dictation.

Specially adapted to meet the demand for SLANT or VERTICAL WRITING now so much in vogue. 36 pages, double ruled. Space for twenty words and also for dictation. 45 cents per doz.

Correspondence solicited.

PECKHAM, LITTLE &amp; CO., Publishers, General School Supplies, 56 Reade St., N. Y.

KINDERGARTEN AND SCHOOL SUPPLIES. { SCHERMERHORN & CO.,  
J. W. 3 EAST 14TH STREET, NEW YORK.

Send for Catalogue.



Musical, far sounding, and highly satisfactory Bells for schools, Churches, &c.  
**WESTFALY & CO.** Established  
WEST TROY, N. Y. 1826  
Description and prices on application



**BUCKEYE BELL FOUNDRY,**  
—CINCINNATI, O., U. S. A.  
Best Grade Copper and Tin  
School, College & Academy Bells  
Price and Terms Free. Name this paper.

## SHORTHAND.

WHY? was the ISAAC PITMAN SYSTEM adopted and taught in the New York public day schools.

BECAUSE it is the BEST, and has the latest Alphabet and Specimen Pages Free.

ISAAC PITMAN &amp; SONS, 33 Union Sq., N. Y.

ATTEND the Metropolitan School of Shorthand, 156 5th Ave., cor. 20th St. Live and practical methods. Special Course and Rates to Teachers.

## DO YOU SUBSCRIBE FOR

## Educational Foundations

\$1.00 a Year?

This is a monthly text-book for teachers who desire professional advancement.

## Our Times

30 cents a Year.

The ideal paper of current events carefully edited for the school-room. Clubs of two or more 25c. each.

Its circulation has doubled during the last year.

E. L. KELLOGG &amp; CO., New York.

Parker's Talks  
on Pedagogics.

The greatest Educational Book of the time. Col. Parker's greatest work.

It will give you new inspiration for next year's work. You can't afford to let the year go by without needing it. 507 pages. Handsomely bound.

Price \$1.50; to teachers \$1.20; postage 12 cents.

E. L. KELLOGG &amp; CO.,

NEW YORK and CHICAGO.

## HAVE YOU SEEN THE

## "MAN WONDERFUL"

MANIKIN.

It contains fifty different colored plates of the human body, one-third life-size. Every organ in proper position over the next. Plates printed on cloth and durably mounted on heavy binders' board, and bound in cloth. Fifty thousand manikins have been sold for from \$25 to \$60 each. This one though smaller answers the same purpose. It is just right for the student. Price, \$5. Special price to subscribers, \$4, postpaid, securely packed, complete with manual.

E. L. KELLOGG &amp; CO., New York and Chicago



## Timely Warning.



The great success of the chocolate preparations of the house of **Walter Baker & Co.** (established in 1780) has led to the placing on the market many misleading and unscrupulous imitations of their name, labels, and wrappers. Walter Baker & Co. are the oldest and largest manufacturers of pure and high-grade Cocos and Chocolates on this continent. No chemicals are used in their manufactures.

Consumers should ask for, and be sure that they get, the genuine Walter Baker & Co.'s goods.

**WALTER BAKER & CO., Limited,**  
DORCHESTER, MASS.

IF YOU WANT  
**FRENCH BOOKS,**  
or books of any description—School Books, Standard  
Books, Novels, etc., send to

**William R. Jenkins,**

Publisher and Importer,

851 and 853 Sixth Avenue, (48th Street), New York.  
Catalogue on application. Importations promptly made.



**SILVER, BURDETT & COMPANY, Publishers,**

Improved Text-Books Embodying Progressive Educational Methods.

**BOSTON** **NEW YORK** **CHICAGO** **PHILADELPHIA**  
110-112 BOYLSTON ST. 31 E. 17TH ST. 262-264 WABASH AVE. 1026 ARCH ST.



For Vertical Writing.



USE **JOSEPH GILLOTT'S**  
**VERTICULAR AND VERTIGRAPH**  
**PENS.**

These Pens have been especially designed for Vertical Writing, after a formula arrived at by careful study of required conditions.

**JOSEPH GILLOTT & SONS, 91 John Street, NEW YORK.**

**BLACKBOARD CLOTH,** Send for Sample.  
**BLACKBOARDS,** All Kinds.  
**GENERAL SCHOOL APPARATUS.**  
**SCHOOL AND HALL FURNITURE.**

SEND  
FOR  
CATA-  
LOGUES.

**R. H. GALPEN,**  
3 East 14th St.,  
NEW YORK.

## Remington Typewriter.

The New  
Model  
No.

**6**

Many Notable Improvements.

More Permanent Alignment,  
Improved Spacing Mechanism,  
Brighter and Wider Carriage.  
Uniform and Easy Touch,  
Economical Ribbon Movement,  
Improved Paper Feed.  
And Many Other Useful and Convenient  
Devices.



Matchless Construction. Unequaled Durability. Unrivalled Speed.

SEND FOR ILLUSTRATED CATALOGUE.

**WYCKOFF, SEAMANS & BENEDICT,**  
327 Broadway, New York.

## Exhaustion

**Horsford's Acid Phosphate.**

Overworked men and women, the nervous, weak and debilitated, will find in the Acid Phosphate a most agreeable, grateful and harmless stimulant, giving renewed strength and vigor to the entire system.

**Dr. Edwin F. Vose, Portland, Me.,** says: "I have used it in my own case when suffering from nervous exhaustion, with gratifying results. I have prescribed it for many of the various forms of nervous debility, and it has never failed to do good."

Descriptive pamphlet free on application to  
**Rumford Chemical Works, Providence, R. I.**

Beware of Substitutes and Imitations.

For sale by all Druggists.

## Packer's Tar Soap

The antiseptic quality of **Packer's Tar Soap** is a protection against contagion. Its balsamic properties make it useful in irritated conditions of the skin. For washing the **Hair and Scalp** it is without a rival; it removes dandruff, allays itching and does not dry the hair, but leaves it soft and lustrous.

25 Cents. All Druggists.

**THE PACKER MFG. CO., New York.**



# THE SCHOOL JOURNAL

A Weekly Journal of Education.

Vol. LI.,

For the Week Ending October 12.

No. 13

Copyright, 1895, by E. I. Kellogg & Co.

The business department of THE JOURNAL is on another page.

All letters relating to contributions should be addressed plainly, "Editors of SCHOOL JOURNAL." All letters about subscriptions should be addressed to E. I. KELLOGG & Co. Do not put editorial and business items on the same sheet.

## Croaking.

The public schools will be criticised, are criticised, and ought to be criticised. They are public institutions, supported at great expense by public taxation. They are a part of the general machinery of the state, and like the departments of the treasury, public works, etc., are subject to criticism. If they cannot stand criticism they must be so managed that they will stand it. But one thing must be insisted on, those that criticise must have visited the schools and have ascertained the facts. This is certainly reasonable. Is this done? No; those that criticise are not persons who have patiently visited the schools. This we justly complain of. Here are some of the charges brought against the schools. Let us look at them:

1. They say that they teach too many things; they would have a few things taught, and those taught thoroughly. It is a fact that more things are taught now than there were fifty years ago, but a boy wasted fully one-half of his time then, as any one will say who was in school in those days. Again, this is a different age and more things have got to be learned by a boy of fourteen than were needed to be learned fifty years ago, and the public school has got to teach them.

2. "Teach a few things and teach them thoroughly," is said over and over, and has become a stock phrase. It is not an educational maxim at all. Those persons who say this off so glibly, have children who are required at home to learn a great many things. Our civilization requires the learning of a great many things, and our public schools are a part of our civilization and must move along with it. They have got to teach a good many things.

3. As to thoroughness, say, in spelling and in the arithmetic tables, we aver that the boys and girls of any age taken, 7, 8, 9, 10, etc., spell better and know the tables better than boys and girls of the same ages did ten years ago, twenty years ago, and soon; in other words, there is an improvement in each decade. This is the testimony of all teachers who have grown gray in the public schools; it is the testimony of school officials; it is the testimony of men who employ boys as clerks and apprentices.

4. Another complaint is that the boys and girls come out and "hang around" and are not willing to work at trades, but want to do some genteel employment. This probably has a great deal of truth in it, but the fault is

mainly in our atmosphere; "our times," are a good deal out of joint. There is the political caldron that is bubbling and boiling all the time; there is the hurrah, hullabaloo of the newspapers (for the boys read them though—they really should only be in the hands of adults); there is the saloon, the cigar shop, the theater, the race course, and the general excitements of the day. All these serve to counteract the school influence; and few parents are level-headed enough to encourage and plan for training in manual labor. The talk at home is how some have made money, and not by working at a manual employment either. The school ought not to be blamed for what is the result of a hubbub we call "our times."

Yet these are faults in our public schools, and these will be found so long as they are run more or less by the politicians, or by men who have no knowledge of the ways and means of child growth. So long as men and women are "got into" the public schools by their friends, because they want a living, so long will the public schools fail to reach high water mark. So long as men and women are appointed by trustees because they possess enough knowledge to pass the usual examination, so long will the public schools fail to confer the priceless results that are in the power of certain human beings to bestow on our youth.

The public schools accomplish wonders when the hampering influences that beset them are taken into account, and which no one but teachers, principals, and superintendents understand. If the political influence could be got rid of, for instance, the schools would rise in power at once; but there are no signs of such a consummation, devoutly as it is to be wished.

## Worthless Criticism.

When it can be said of a man that "he knows what he is talking about" you have given high praise. In the *Herald*, some time since, Mr. Charles Nordhoff undertook to criticise the public schools in general. Now if they will not bear criticism they are not the institutions that are wanted. But has Mr. Nordhoff visited the public schools of this city, or any city, and thus derived his knowledge? No, he sees certain things that could be different and better, and reasons that these defects arise from defective teaching. Let this gentleman if he wants really to be of service to the *Herald* go as, Dr. Rice did, from city to city and take down what he saw in shorthand, and when he has visited a few hundred school-rooms he will be able to come to valuable conclusions.

1. He concludes that the schools confine the attention of the pupils to book knowledge and neglect manual training, and cites an instance where one man advertised for masons at \$21 a week and got only four, and a law-

yer advertised for a clerk at \$15 and got a thousand. Now, really, is that the fault of the public schools! The boys leave the grammar school at fourteen or fifteen years of age. The mason is probably over twenty-one. The public school is not to blame that these boys don't learn trades; they and their parents are to blame.

And back of all this is that wild American hope that exists in every house in the country, an expectation, a belief that some short cut to wealth will be found. If this could only be got rid of. But we are in a sort of California and all the youth hear of Smith making \$25,000 in a year, and even Mr. Nordhoff getting \$10,000 to write one article a week for the *Herald*, and the idea of a trade is not considered at all. He tells of a Swede who came to this country, having learned the trade of gardening. Now in Sweden he would have been a gardener all his life, but here he saves money and starts out in business for himself—he had caught the American fever, was not satisfied to work for another man.

Mr. Nordhoff does not seem to be aware that manual training has been introduced into many of the schools. He would be gratified if he would visit schools in which manual training is taught. But it does not follow that these boys will learn trades. In every American heart is an expectation of some rapid accumulation of fortune or rapid rise to a political place, and when we see what is going on and who run our political machines we cannot wonder.

2. He complains of "perfunctory teaching," or what THE JOURNAL calls "machine teaching." And we are with him in crying down with it. But whose fault is it that there are those teaching who know nothing of teaching? Here is where THE JOURNAL is wiser than Mr. Nordhoff. It urges that none be employed but those who understand teaching, but Mr. Nordhoff and other wise citizens will not change the law allowing anybody to teach who knows a little about arithmetic, geography, &c. The state superintendent of Pennsylvania some years ago said that the people of that state looked on the schools as places where their sons and daughters were to pass a year or two until they decided what they would do. They would not consent that these schools should be under the management of teachers, as that would keep their sons out.

Now all this is ridiculous and bad, of course. The teachers are not to blame because the public is so foolish. Let Mr. Nordhoff blame the public which is satisfied with "perfunctory teaching." Until the normal college was established in this city about twenty years ago, any sort of applicants who knew as much as the clerks, who hastened to answer the advertisement offering \$15 per week, were appointed by five trustees, who knew no more about teaching than Mr. Nordhoff does of the bottom of the Atlantic ocean. It is so now, only very many of the applicants have graduated at the normal college. Blame the public, Mr. Nordhoff.

3. About twenty years ago the county of Norfolk (Boston is in Norfolk county) was carefully examined by Mr. George Walton and others; to this Mr. Nordhoff refers and the errors in spelling and in grammar there made he cites, and he infers that there are poor spellers and poor grammarians there. He is right. He concludes they are not thoroughly taught; right again. Why? Because the teachers do not understand the business of teaching. Who is to blame? The public. If he will read the "Norfolk experiment" carefully he will

find that in Quincy, where Col. Parker became famous by teaching his teachers how to teach, was the banner school in Norfolk county. He further says:

"If the country is full of idlers and tramps, if a Coxey 'army' or a Frye 'army' of vagabonds marches through the country 'on to Washington' miseducation is the cause. If there is a widespread discontent, look for yourself, and you will find that it is mainly, almost entirely, among men who have been brought up in our public schools and turned adrift from them, helpless so far as earning an honest living by patient toil is concerned."

We don't believe the first at all; the contrary is true. The second is wrong also; the discontent is among the very persons who have trades, stirred up by foreign agitators and socialists and a brood of glib talkers. This discontent comes, too, through the non-realization of inordinate hopes and expectations, taken in heaven knows where.

Now he gives some of his thinking and this is worth reading because he is a thinker. As an observer of the actual state of things we don't value him highly.

"The state ought to teach, free of charge, to all its children, reading, writing, arithmetic, geography, the history of our own country, and musical notation. It ought to do this with extreme thoroughness, by intelligent teachers."

This is old American doctrine, except he has added history and music. He is right when he says this should be done by intelligent teachers; we would give that word intelligent a broad interpretation.

"If we, the people, were wise, if we knew what was best for our own children, we should, I am convinced, abolish absolutely all the free advanced schools—all free graded schools, free high schools, free academies and colleges, and substitute for them effective trade schools, in which the youth, thoroughly prepared in the primary schools, should be taught trades in a practical way: taught to use their muscles and not exclusively their brains; made to understand that all honest labor is honorable. And thus made self-helpful—fit to go out into the world and earn an honest living."

"If any father, under such a system, wanted his son to be a professional man, he could send him, at his own cost, to any higher schools, colleges, and universities he pleased. But the state has no duty or in earnest to make a great army of professional men."

Free, higher education has been argued pro and con for fifty years before the American public and they have decided to have it. We shall have trade schools undoubtedly. Here Mr. Nordhoff rightly criticises the people, the public, the parents.

Here is something we call Supt. Seaver's attention to. We don't believe this is done in any city.

"The difficulty with our public school system is that it tries to do too much and does nothing thoroughly. I read the other day in a school report that in a Boston primary school the little creatures had lessons in physiology. A whole class was made to recite a page or two of stuff full of big words, 'without a single break, for at least ten minutes.'"

"We pay about \$150,000,000 a year for this kind of thing. We get a great mass of 'graduates' of the public schools who do not even know how to spell or to do readily a fairly easy sum in arithmetic, and who have been so mistaught in all other ways that they are turned adrift on a more or less crowded community incapable of earning their living in any way except in a very few much overcrowded occupations. That is a plain statement of facts."

The results are not wholly what is expected, it is true. There is a great deal of poor teaching; of this there is no question. But who is to blame for this? It is the public. THE JOURNAL has striven for twenty years to show that our educational system is weak at one point, and that is in the quality of the teaching.

This point Mr. Nordhoff ignores and thinks there is some "system" by which all the boys and girls could be ground out of the schools and be able to earn a living at once. It will not be in the "system," but in the teaching mainly. Then, remember, the parents don't demand the trade schools as yet.

To all the above we call the attention of our readers, and we say, as we have hundreds of times, "Teachers, come together and study this business which an outsider criticises so severely."

## Self-Government.

By C. M. MANSFIELD.

The masterly teacher accomplishes the feat of indoctrinating self-government. The Old educators did this quite as well as the New do; oftentimes they reached astonishing results. An education is really the attaining of the power of self-direction, of self-management.

We enter one school and the pupils stare at us; we enter another—there are as many curious brains there, but not one turns his head away from his books; and yet we see the throng is happy as well as busy. We enter another, and we feel the pupils are like caged beasts, anxious to get out; they shuffle their feet, they cough, they change their position, they whisper, they look anxious and uneasy.

The schools of the country are to-day divided into two classes: (1) those where self-management is learned already or being learned; (2) those where the teacher is managing them. The former are the good schools; the latter are poor schools. In the former there will be an accumulation of knowledge, the pupils will learn to read, write, and cipher, and many other things. In the latter they learn but little, no matter if the teacher was marked 99 in her examination.

Can a teacher learn the art of teaching her pupils to manage themselves? I affirm that she can. It is the art she must excel in. It is emphatically *the mystery in the art of teaching*. Said a parent lately: "Don't you have a great deal of trouble with James? He is a very troublesome boy at home." I could say to her truthfully that James gave me no trouble whatever; and the mother professed not to be able to understand it. It was very simple; I threw on him the responsibility of managing himself.

The whole plan of the school must be to put responsibility on pupils,—of the right amount and of the right kind. Let us look at some of these. (a) The teacher insists that the pupils shall be in their places at nine o'clock; she proceeds to hold them responsible or to demand obedience. (This last is the common way of putting it, but does not convey the idea of the former way of stating it.) They are obliged to make an effort to get up early, get their breakfasts and hasten along the road. (b) She insists that they shall come with neat clothes, the hair brushed, the face and hands clean. Here is another responsibility, and a most important one—attention to the appearance. (c) They must walk in orderly, take the seat that has been assigned them—that and no other. (d) They must look to her on entering the door and greet her politely; she is the center of all things—her face must be sought. (This has a great importance, but is too much neglected. A case is remembered when I was busy hearing a class at ten o'clock when the smiles of the class led me to look around; there was a pupil patiently standing waiting to salute me before passing to his seat, according to rule. I of course apologized to him for having kept him waiting so long. A pupil impressed with such a responsibility is far on the road to education.) (e) There must be a program and it must be followed to the second. I have, when hearing classes in a recitation-room—to be exact in obedience to the bell—made a rule that they were to rise when it rang and begin to file out. Of course the lesson was given the first thing and not the last.)

The above are but suggestions as to things to be done by the teacher to throw upon the pupils certain responsibilities. Now, there is such a thing as a school-room tyranny—that is quite another thing. The order the czar of the Russias obtains is quite unlike the order that prevails in America. The teacher must teach his pupils that the order he aims at is for *order's* sake, not for *his* sake. No one can teach self-government right who does not make his pupils feel that this order is for good—produces the best results. (In one case the order was no whispering, and those who did staid in at recess and went out afterward. A trustee came in and told me he did not think the rule a good one, that it created dissatisfaction. I asked all the pupils who thought the rule a good one to rise; all rose. The trustee left in a hurry.)

"As this school is self-governed it is a good school; to the extent that self-government does not prevail it is a poor school," may be repeated over by the teacher each day with good effect; no one but will admit it as an axiom. A teacher lately gave his experience as follows: "He was studying Latin and had a professor who could read it as though it were English. He was slovenly and we became so. Disorder was a common thing, and yet we knew that he would likely take his cane and inflict severe blows. No one but put his feet on the bench before him, much to the discomfort of the one sitting there. I have seen a student put both feet on the top of the back of the bench before him. We whispered, yes, talked aloud, and joked each other as we pleased.

"One morning we found a new man in the teacher's chair. He watched each of us as we came in and nodded pleasantly—a new thing. A pupil began to translate—'I will wait until all have their feet on the floor and sit erect.' We began to wonder. Next some one prompted—an old custom. 'No one is to interrupt; if you do not agree you may give your criticism after he is finished.' The pupil having sat down several immediately bawled out criticisms in our old style. The teacher looked at us in silence for a minute and we felt he was displeased. 'If anyone has any criticisms to make let him raise his hand.' Then one criticised and his criticism was taken up and discussed; then another until all were heard. We went out of that recitation room with ideas of orderly and searching criticism, of just and exact translation that we had never had before—and, above all, of conducting ourselves like gentlemen."

Now this teacher imbued self-government as well as literary taste; for the want of the former the first teacher failed in his efforts. And many a teacher who has the reputation of being a fine scholar fails in the school-room mainly because he aims at scholarship. The aim must be the orderly application of the mental powers to mental work; the result will be scholarship; it cannot be anything else. The teacher need not trouble himself about the results; the right means rightly employed, and the results are certain.

Here is an actual description of a visit to a school. The visitor stood at the door and could hear no loud voices, and wondered if school was really in session. His knock at the door was answered by a pupil who bowed pleasantly and conducted him to a seat. The teacher was seen busy with a class. A pupil at the teacher's desk at the proper time struck a soft-sounding call-bell; the class rose and the teacher came forward and greeted the visitor. A pupil went to the small organ and began to play; all joined in the song. Another pupil struck the call-bell and a class rose and marched in order to the recitation bench. The teacher being absent from the class a pupil began to assign parts of the lesson; they would have gone on in order if he had been absent the whole time.

Now this is an example of a self-governed school. Each one had business to do; each one pursued that business in an orderly way. This will strike any one as being what life is to those who are grown up. It is thus that the school is really a preparation for life. All play is an orderly way of doing pleasing things—take card-playing or chess-playing—for example, or baseball. Let



it be borne in mind then that teaching aims to train the pupil to self-employment of his mental powers.

*Orange, N. J.*

## Character Growth.

By EDGAR BERLINGER.

Under certain conditions a seed will germinate, grow, and become a tree. We have observed what these conditions are and we follow them. We plant a seed and feel certain that a tree will in time be found growing in that spot.

Character is the result of conditions; it is not something one can force in on the person. It may be defined as *a settled purpose to do the fitting act*—fitting being used in a large sense. There are several conditions—one of them is the showing of the philosophy of life. To do the fitting thing is the act of a philosopher—it is the wise thing; often it is strongly opposed to the short-sighted act. It is this condition that can be successfully employed in the school-room.

The school-room is the place where there is a jostling of human beings, a tendency to friction, and hence a need to know philosophy or principles. The best way to teach ethics is by calling attention to the incidents that come up daily in the school room. Bear in mind that there is an ethical principle or element that will grow if the opportunity is given, if the conditions are favorable. Just as there is a life principle in the grain of wheat that will separate if heat and moisture are applied rightly, so there is an ethical principle waiting to grow in the human being.

Turn to the method of Jesus. The question was asked, Who is my neighbor? An incident was related, probably one that had lately happened and known to all. "A man went up from Jerusalem to Jericho," etc. The question had the philosophy of kindness unfolded in this incident. The condition which Jesus supplied was to cause the questioner's intellect to decide on the fitting act in this case.

In like manner the teacher will take an incident that occurs and employ it to develop a principle. Take this case:

Henry had brought in a nice long slate pencil and laid it on his desk. John saw it, took it up and used it, and in returning it dropped it on the floor and it broke. Henry was angry and said very unkind things; then John became angry. The school was disturbed and thus it became a matter to be investigated.

Now the wise teacher would want to use the incident to cause character growth; another would simply hush the matter up and scold both of the boys and let them settle it as best they might out of school.

The wise teacher would tell the boys that the matter should receive consideration; this would quiet both—like a matter that is brought up before the courts. He would then, putting the school in order (an important part, as all will see) proceed to state the case tersely and clearly. This follows the plan of Jesus in the case alluded to.

Next he places it before the school as a question. What ought John now to do? This causes each one to consider what is the fitting act? They are to look into the philosophy of things. This follows the plan of Jesus.

A pupil raises his hand (for our wise teacher will proceed in an orderly way; he knows that much of the power of a court is derived from the order that is observed); he is asked to speak. He delivers his opinion. Another and another may in an orderly manner be called on to say what his opinion is in the case. This follows the plan of Jesus.

It may be necessary for the teacher to clear away any ambiguity by some short, clear statement or supposition. For example, the case would be different if John had taken the pencil when forbidden; or if he had thrown the pencil down and thus broken it; or if he

had forcibly resisted the recovery of the pencil by Henry and it had thus become broken.

Finally, gathering the real opinion of the school, as expressed by the speakers, he announces it, or he says, "Then you think that John should replace it by a new one." "You think that Henry should not be angry since it was an accident."

This further follows the plan of Jesus. To manage an incident like this so that it ensures ethical growth is a greater and a nobler task than to hear a recitation in the division of fractions or in spelling of words of different formation.

## Count Leo Tolstoi as a Teacher. II.

By BORIS BOGEN.

HIGHER EDUCATION.

It is interesting also to hear Tolstoi's views on colleges and universities. He does not see any good in the graduation from certain schools which is required for admission to the university; these graduations are usually based upon examinations. Examinations, however, he believes, cannot be the criteria of the knowledge possessed by the student; it gives only a broad field for the teacher's caprices and to the deceptions and lies of the pupils.

The methods used at the universities, he says, are also wrong. The lectures of the professors do not amount to anything; they might be published in books, and thus time would be saved. "A university," says Tolstoi, "should be a collection of men who come together in order to obtain knowledge from each other. Discussion is to be the methods used there. As an example of what such a university might be Tolstoi refers to the Russian Student's Circles existing contrary to law as they sowed the seeds of Nihilism. "Here," he says, "the students gained the knowledge they wanted, here they discussed the problems in which they were interested; here they prepared themselves for actual life."

The strangest part of Tolstoi's educational plan is probably his method of getting a school to work without resorting to any form of force. His observations of the pupil's conduct at school and out of it convinced him that all depends on the natural tendency to motor activity. He holds it to be impossible to maintain order without securing the pupils' interest for the subject taught, or without taking advantage of their motor energy, and that if any other means are used, the child's natural growth must needs be injured. Accordingly, in his school the pupils are not subjected to any restraints, but are left entirely free.

When a teacher enters his class-room he very often finds the boys playing and making a terrible noise. He does not stop them nor does he interfere with their play. He simply goes to the book-case, takes out books and hands them to a few of the boys who are near him. Gradually the number of playing children decreases; as soon as the majority are supplied, the rest usually come to the teacher and ask for books. If some persist in continuing to play, the pupils who are ready to study call to them: "Do not disturb us! we cannot hear! That will do," etc. Thus order is secured and the pupils read with the same interest they took in their playing a while ago.

No definite seats are assigned to the boys; they sit wherever they please, on the benches, or on the tables, on the floor, and even on the teacher's chair. It sometimes happens that the pupils run away from school in the middle of a lesson, but many are so interested that they stay till late at night.

Such a plan certainly requires great skill on the teacher's part, and it is, indeed, very interesting to watch the methods used and the means employed to arouse the pupils' interest. Strange as it may appear, Tolstoi's school has been declared successful.

*New York University School of Pedagogy.*

## School or Business?

By T. M. GREGORY.

The opening day of school will cause sadness in the teacher's heart, for pupils are absent to whom he became greatly attached and for whom he has pictured a bright future. They had shown such strong intellectual powers in mastering the first elements of knowledge that it was safe to predict they would meet with success later on. But during the vacation, influences had led their parents to put them into business; their absence caused regret because it was felt it was not a wise decision.

I remember a boy I had fitted for college; that his parents told me on closing day that he was to go into a flour store; that I spent a long time vainly endeavoring to change their opinion. There was no objection on the score of money, and he was an only son. The argument was, "If he's ever going to learn business he cannot begin too soon." I remember meeting this excellent scholar ten years afterward; he had learned the flour business and nothing else; his practical business life had been put on a feeble foundation; he was not the man his father was.

No one can tell at fourteen what a boy will be at forty; a child is a bundle of possibilities; it is our business to furnish opportunities for development.

### TALK TO THE BOYS.

The usefulness of education should be explained to the pupils, so that they can argue the matter with their parents. If the parents see that the boy really wishes a larger education they will rarely deny the opportunity to him. Tell them of Garfield. Who would have guessed that the "canal boy" of forty years ago would if educated become a senator and president? Education does not merely fit men for their station; it shows them what station they are fitted for. The education of a boy is like the cultivation of the soil; it shows what possibilities there are in him. The time of his "teens" is the time for education; after that let him work and learn a trade. Those are the years for fitting him to work at greater advantage.

It is a great mistake to suppose that a good education unfits one for the common walks of life; or that it demands necessarily a professional life. Any man can handle a hoe or shovel or ax better for a general knowledge of mechanics. Any girl can cook a better breakfast for having a knowledge of philosophy. Our late war showed us that the college boys stood the hardships of camp and hospital and battle far better than those unaccustomed to think and reason.

The boy needs a strong education, such as our grammar schools start and the high school carries on. Then if he cannot go to college and is planning mercantile life, let him enter a business college for a year for its drill. A broad education equips one for a hundred chances; failing to open one door he has the key to ninety-nine more. Well-educated men never starve and rarely go to the poor-house. Our colleges and academies and high schools do not furnish the country with its beggars and paupers and its tramps. A well-educated man is a man of resources; he is ready for many exigencies. There are safety and success in breadth.

A thousand dollars deposited in education can never be drawn out; education is an investment which pays. The boy will be thankful in the years to come for the opportunity for putting himself at his best. Many a man is crippled to-day because his father put him in business at fourteen.

Education does not impart genius. The true genius of the world in this century is the genius that has been long at school and been disciplined for service. The well-educated men, as a rule, are at the top. Many unlettered men are rich; this signifies little. There is room everywhere, in all callings and trades and professions, higher up; to be able to get higher up, an education is needed. There are hosts of successful business

men who are well educated; they will tell us that they owe their success to their education. The successful merchant is not a mere peddler with skill at driving a bargain; he is a master among men; and he must know the laws of trade—that is, political economy; the earth and its products—that is, physical geography; the management of men—that is, practically, mental and moral philosophy—and must be a skilled litterateur, for to write a good business letter requires much facility with the pen. The successful mechanic ought to know the science of forces—physics, chemistry, natural philosophy. The day is not far distant when the colleges will send their men into the building business, when plumbing and carpentering will be bossed by brains. The farmer ought to be a chemist, knowing the constituents of both soils and plants; and a physiologist, knowing the organism of animals and the laws of their health and the nature of their diseases, and a merchant, knowing the needs of a changing market and how to manufacture for it. For the highest success every vocation requires every knowledge; no real learning comes amiss. The man who knows how to do only a single thing can never be master of any art; for he can never direct many men how to do many things.

The object of education is not learning but ability. The educated boy has learned something; he has a knowledge of language and science and art; he has learned how to learn, which is far more important. He has learned the art of acquiring new knowledge and turning it quickly to good account. He is gaining from books and study and schools that discipline that is life's best power.

There must always be hewers of wood and drawers of water; the supply is more than equal the demand. What's wanted is educated men to direct the uneducated.

## Manners of School Girls.

(Abstract from an article by Miss Cecil Phillips, in the *London Educational Review*.)

Bad manners in school-girls seem to me to divide themselves naturally into classes determined by the cause which produces them:

- (1) A desire to annoy.
- (2) A selfish disregard of the interests and feelings of others.
- (3) Self-indulgence.
- (4) Conceit.
- (5) Shyness and self-consciousness.
- (6) Thoughtlessness and impulsiveness.
- (7) Ignorance of what is or is not courteous.

The first class, I think, we may absolutely ignore. The days are happily past when school-girls exercised their ingenuity in devising little discourtesies to pain each other or their teachers. We are not so fortunate, however, as regards classes two and three. There still exist, though in constantly decreasing numbers, self-concentrated girls, who are so wrapped up in their own studies, play, or outside interests, that they neither spare attention to observe, nor time to relieve, the wants of others. And self-indulgent girls are more obtrusive than ever since they have not even learnt to control the outward expression of their moods, temper, and little discomforts and inconveniences.

The conceited child annoys us little during actual lesson-time, but at games and at home is very objectionable from the fact that she always thinks she knows how to do everything in the best way, and is not satisfied without trying to impress the same on all around her.

The shy girl undoubtedly suffers under the new régime. Her shyness often conceals a beautiful fine nature and a true desire to be helpful. In the old days she would



have been so drilled at school that society would have had no terrors for her in comparison with school ordeals. Her self-consciousness would have found relief in the necessity for observing small points of etiquette. Hardest of all is the case of the girl who in the desire not to appear shy, only succeeds in being rude and abrupt in manner.

The impulsive girl is a familiar type. She enters rooms like a whirlwind, drops books and collides with desks, and rushes away in the morning without "a good morning" to the mistress, or with one tossed hurriedly back over her shoulder.

But the last class is, undoubtedly, the largest of all. The majority of girls *wish* to be courteous and gentle. They possess the essentials of good manners, but lack the power of expression. Without the least intention of showing disrespect, they yet assume a "Hail-fellow-well-met" tone towards their elders, and treat them to a patronizing nod in the streets; they stop a mistress in the passage to consult her about some small affair of their own with a calm assumption that the matter must appear as important to her as it does to them, and this even though she may be engaged with some one else, or hurrying to a class.

The manners of the present day are in fact, characterized by a lack of reverence. They undoubtedly show less spite and coarseness, a better tone towards inferiors, and kinder feeling towards equals, but no sense of the advantages conferred by age and experience. I believe our system is in some measure to blame for this. We sharpen the child's intellectual faculties, and encourage it to independence of thought and action, at an age when it is unable to discover the true proportions of things. The child fails to recognize any other claims to respect than those of intellectual superiority, and the result is a self-confidence, an assumption of equality that is essentially ill-mannered. O. W. Holmes says, "Under bad manners as under graver faults lies very commonly an estimate of our especial individuality, as distinguished from our generic humanity."

And now the great question arises—how can we best remedy matters?

And, firstly, I think that, while endeavoring to encourage independence of thought, we should place more limit to the independence of action which is increasingly allowed to children. Let them see that though they may not understand the reason, they are not yet considered competent to direct their own lives, even in what they may consider little things. "A teacher has to foster, often to create, an instinctive deference to home ideals, at a time of the girl's life when independence is apt to be the prevailing spirit." Undoubtedly the teacher suffers under a disadvantage in not having any one to whom she herself can show this deference in her outward behaviour, else were the lesson much simplified, but, as far as precept goes, she must not fail. A mistress can do much by her example to discourage undue haste and consequent lack of ceremony. However hurried, let us try not to appear so to our girls, and let us encourage to a greater extent dancing, and all those gymnastic exercises which aim, not only at quickness and precision, but at slow and graceful movement.

Then, again, I am no advocate of "nagging," but it appears to me that no instance or abrupt, brusque behaviour should ever be allowed to pass unnoticed. We could insist, also, on graceful attitudes in class, and, while encouraging the rendering of little services and attentions, both to ourselves and to others, we could, at the same time, be most particular as to the way in which they are performed. Much, too, may be done by strictness as regards the *tone* of an answer, as well as in the suppression of the "oh," and "well," so dear to the lips of children, which are in themselves a sure sign of lack of deference.

Chiefly, however, let us keep before the minds of our girls the thought that a school is a community working, however humbly, towards a great end, the development of a human race; that each has her part in the work and cannot neglect it without hindrance to the whole. Every little function performed by one to be helpful to

another contributes something to the beauty or repute of the school as a whole. Each must give as well as receive, must help as well as be helped, must sink the individual in the general good. There is then no room for selfishness or self-consciousness, for self-indulgence or conceit.

## Shall He Study Pedagogy?

During the past summer the writer was one of a company of five; there was a normal school principal, a high school principal, a superintendent, and a representative of a publishing house who had spent some years in the school-room. The conversation started on the copies of EDUCATIONAL FOUNDATIONS (a monthly pamphlet pertaining to pedagogics) handed to them. The substance of the remarks of each is given, believing that it is most desirous to know whether the study of the science of education is desirable, valuable, or necessary.

N. S. P.—"We don't need pedagogy as much as we do a knowledge of the foundation studies. Arithmetic, grammar, and geography. Some knowledge is well enough, but I doubt if our young men and women will manage a school any better for knowing about Comenius and Pestalozzi. I know there is a great deal of talk about these people but I think it tends to confuse. Nothing will take the place of a thorough knowledge of the subjects they are going to teach. At the same time I would encourage a graduate to own works on education. Then the study of psychology, which is urged upon teachers so much, is of very doubtful value. No one needs to know how another remembers; he knows he can remember and that is about all there is to it. The best student of psychology doesn't follow psychology when in the class-room; I know I don't. In other words, education, as the teacher deals with it, is a practical matter."

H. S. P.—"I have watched the development of the study of pedagogy for several years with a good deal of interest. I used to be very skeptical as to its usefulness, but I confess I am very glad to know that an assistant has a work on education. I had taught some years before I bought one. The first I got was Page's 'Theory and Practice' and it set me to thinking; since then I have bought one or two every year and I find it pays me. I am afraid that most of us are not moving along with the current. The teacher is fearfully conservative and suspicious. I have watched the movements of the newer men and they are a great advance on the old style of teachers. I suppose the teachers I had were an advance on those that preceded them. At all events, this was claimed. The man to whom I owe everything was a New England man who brought new ideas and ways into my native town. He had given considerable study to education; I don't think he knew any more about the subjects we studied than his predecessors, but he exercised an influence that none of them ever could. He had learned the art of education, and he spoke of the lectures he had heard and books he had read as being the reason he had taught so differently. This inclines me to think that pedagogics is equal in value to subject matter."

S.—"There are pedagogics and pedagogics, in my opinion. A young lady was recommended to us as a fine student in pedagogics; but she was a very poor teacher and it seemed to me then as though she might have been better without her pedagogics. She left at the end of the year, and I had a slight prejudice against pedagogics. I think the other teachers were glad she made a partial failure, for not one had a book on education. About three years ago one of the new appointments proved to be a very earnest woman, and on her solicitation I gave a lecture on Pestalozzi; from that we somehow got to holding educational meetings and books were bought. This teacher was modest and unassuming, and it was not until the year was nearly out that we learned that she was thoroughly posted on pedagogics. She had made a great success as a clear-headed person,



of a philosophical mind, and knowing how things should be done and why. She had been cautioned at the agency not to use the word pedagogics, as it would excite a prejudice. But she demonstrated to all of us that there is a power in pedagogics. By the way, I have been told that the first teacher is reckoned as a No. 1 teacher in ———. So much for our failure to recognize merit and ability."

*The A.*—"I was, like Supt. ———, a good deal prejudiced against pedagogics. I taught without reference to any principle except one—to keep up an interest and have good lessons. I was fairly successful with these, and hence thought nothing more was needed. Here is where I was mistaken. In visiting principals I soon saw there was a marked difference in schools. I found that some were drilling away as hard as they could, and yet something was lacking. I found a new class coming into power—men who had made a study of education as a science. I found works treating on education or pedagogics on their tables, and invariably the schools of these men were superior to the others. These persons usually, not always, took THE SCHOOL JOURNAL, too. So I came to the conclusion that the study of education was an important item in the preparation of a teacher to-day. While I got along without pedagogics I will frankly say, that if I were going into teaching again I would take a course in pedagogics somewhere, for a year. I believe the coming teacher will be posted in pedagogics. But a good many are getting book pedagogics merely that is like book chemistry. I favor the Stanley Hall school of pedagogy. Pedagogy has got to be founded on the study of the child."

*The Listener.*—"It seems to me that the tendency has plainly been for a hundred years to make teaching a ministry to child-life. It has gone beyond teaching him symbols—the symbols of numbers and language—the traditional conception of teaching. The whole being of the child must be considered; all its outgoing and attempts at development considered. This attempt to know the child's efforts to educate himself has taken on a somewhat serious form in these later years, and is named pedagogy. Undoubtedly the good teachers of the past were good in so far as they knew pedagogy, but at the present there is an attempt to systematize the knowledge gained of school work. There were many skilful men among the old doctors; the time came when all their knowledge was written down and thus made available for the student."

"But there is something more. The effort to reform school methods revealed an ignorance of the child. What is needed is a knowledge of the child. Teaching should be based on child-knowledge; it has hitherto been merely based on certain knowledge contained in books, and education consisted in requiring the pupils to acquire the same knowledge the teacher had, and it came very handy to have this knowledge. The science of education is evidently based on child science. The profession of teaching will be the application of child science. Pedagogy is the application of child science for school-room purposes. Hence it is but a branch of a larger field of work that will be at some time recognized."

"Once the physicians were barbers, as may be known by the striped pole used as a sign to this day. Once the teacher was a mere hearer of lessons, and it was found needful often to enforce the learning of lessons by the application of the rod; in some places where teachers meet, the local paper refers to them as 'wielders of the birch.' Teaching is slowly being formed into a profession; it is not that now. The study of pedagogy (if pedagogy is broadened to become child science) will make it a profession. Those who oppose the study of pedagogy delay the day of making teaching a profession. That teachers are appointed now without reference to their pedagogical knowledge is true; but this condition of things will not last long. In ten years Massachusetts will not employ a new teacher without pedagogical qualifications. New York is moving in the same direction."

## On Teaching Geography.

By W. E. BARTLETT.

In teaching the special geography of any political division of the earth's surface—i. e., the geography of a single state, province, or country, I have used for years the following Topical Outline, and have given it the practical test of school-room use, finding it sufficiently *exhaustive* (no pun intended) for pupils of the Fourth or Fifth Reader grade.

The Outline will be given under two broad divisions, distinct, yet necessarily related to each other, namely, physical outlines and political outlines.

The sequence of these outlines is one of the essential features of the plan of presentation, and is believed to be a natural and logical order, based on the following relations:

Position, contour, relief, and drainage are the main factors in determining the climate and soil of any particular part of the earth's surface. On the climate and soil depend the vegetable productions. These, again, determine very largely the animal life, and the geological character of the relief determines the mineral wealth. On the variety and kind of mineral, vegetable, and animal productions depend the occupations of the people, and these in turn whether pastoral, agricultural, mineral, commercial, or manufacturing, affect the character, habits, and social life of the people.

The study of the people themselves, the uses they have made of their natural advantages of position, climate, soil, vegetation, animal life, and mineral wealth; in brief, their occupations and industries, including the great works constructed to facilitate trade and commerce as railways, canals, and what they have done and are doing to protect themselves from foes and to establish good systems of government, education, and religion; what political divisions of the country have been made and what cities created—all these topics form the political geography of the country.

The following outline may be written by the pupils on the fly-sheet at either end of their text-book in geography, so as to be constantly accessible for reference.

### TOPICAL OUTLINE.

#### NATURAL GEOGRAPHY.

1. Position.    { *a.* Absolute, latitude, longitude.  
                  { *b.* Relative, to any other country or state.
2. Boundaries. { *a.* Natural.  
                  { *b.* Artificial.
3. Size, shape.    Greatest length.  
                      Greatest breadth.  
                      Coast line.
4. Contour.        { 1. Projections.  
                      { 2. Indentations.
5. Relief.         { Tableaux.                    { Mt. chains.  
                      { Plains.                    { Peaks.
6. Drainage, slopes. { 1. Rivers.  
                          { 2. Lakes.
7. Climate.
8. Soil.
9. Productions.    { *a.* Vegetable.  
                          { *b.* Animal.  
                          { *c.* Mineral.
10. Natural wonders.

#### POLITICAL GEOGRAPHY.

1. The People.     { *a.* Nationality.  
                      { *b.* Number.  
                      { *c.* Character.  
                      { *d.* Tastes and habits.
2. Occupations.
3. Commercial facilities. { 1. Railways.  
                                  { 2. Canals,  
                                  { 3. Steamship lines.
4. Trade.          { 1. Foreign.                    { *a.* Exports.  
                      { 2. Domestic.                { *b.* Imports.
5. Form of Government. { *a.* Executive.  
                              { *b.* Legislative.  
                              { *c.* Judicial.
6. Defence.        { Army  
                      { Navy.
7. Religion.
8. Education.
9. Political subdivisions.
10. Chief cities.

It will be seen from above that the number of topics treated so is twenty, equally divided between the two grand divisions of the subject, viz., Physical geography and Political geography.

Prince Albert, N. W. T.

## Editorial Notes.

The mistake is frequently made of assigning subjects for compositions that lie outside of the pupil's range of experience and vision. A premium is thereby put upon shallowness in thought and superficiality of judgment. It is a way of making the children hypocrites by having them talk or write of things they know nothing about. Every great educator from Comenius down to our day has raised his voice against what Basedow terms "pernicious word culture." The attack must be kept up. Aid the children to gather *ideas*, not mere word-husks, and then give them an opportunity to express their thoughts—their own thoughts—in as simple and as good English as they are capable of using. Language is intended to be a means of expressing thought and not of concealing ignorance.

Two boys just out of different schools met on the corner of the street the other day; and while waiting as they did for a horse car, their remarks were overheard—they pertained to their studies and teachers. As to the latter one of the boys remarked emphatically, "He is very much of a gentleman and treats us well." This seemed to him to best describe the man, and it was a compliment beside. Probably the teacher was not employed because he passed the qualifications of a gentleman; that was "thrown in." Once the man who looked best able to conquer by physical force was sought as a teacher. Times change.

The last number of THE SCHOOL JOURNAL contained exceedingly valuable materials for the teacher who wishes to know the current of educational thought. One feature cannot but strike attention—it occasions wonder in England—it is the building of new school-houses. One reader who has read the lists given by THE JOURNAL every month says it appears the American people have nothing to do but to build school-houses.

Another feature of THE JOURNAL that cannot but compel attention is the important news from the various states. This concerns the action of school boards, changes in courses of study, opinions in the newspapers relating to the schools, and many other matters. Now there will be many a teacher of the old sort that will say he does not care what any other school board may do beside his own, but that sort is dying off.

The letter from William F. Phelps will recall a notable figure in the educational world from 1850 to 1880. He was a pupil of David P. Page in the Albany normal school and became an intimate friend of that remarkable man. When he first appeared at the school, fresh from the country, one of Mr. Page's associates remarked upon the rough and unattractive young man. "He is the genius of the school," was Mr. Page's rejoinder, and so he proved to be. Mr. Phelps after several years of service in the Albany normal school, founded the New Jersey normal school, of which he was principal ten years, and then he became principal of the Winona, Minn., normal school. Mr. Phelps was an intimate friend of Horace Mann, and will probably give some reminiscences of both Page and Mann.

New York has appropriated \$25,000 for stereopticon apparatus—one lantern going to every village or city

that has a superintendent. The inquiry is now for lecturers, who are able to use this apparatus. It would seem that Prof. Bickmore would have to open a normal school to train lecturers. The educational field is widening, evidently; the superintendent who gets his place by politics will hardly be the one who can deliver lectures. By and by the superintendent of schools will be the smartest man in the village or small city.

## Tobacco in Education.

The unwillingness shown by teachers to give instruction concerning alcoholics and narcotics has been often commented on. In respect to the latter it is said it is because the members of the school board, superintendent, principal, or male assistants are users of tobacco themselves. No convention is remembered where a resolution has been passed by teachers recommending teachers to refrain from using tobacco.

A letter from Denver, referring to a suggestion in THE JOURNAL that the N. E. A. should pass a resolution deprecating the use of tobacco, says: "I would not have known I was among a class of people who are directed by law to teach the harmfulness of tobacco. It appeared to me that the assembled teachers smoked as much as the politicians do when they meet." (Her reference to Col. Parker as meeting her ideal as an educational leader in all except his love of cigars should be read by the colonel.) The day has not yet come evidently when the teacher can present the evils of the use of tobacco and say, "I really believe what I say."

The Methodists have been the first religious body to move. In Massachusetts, Bishop Fitzgerald requires all candidates for the ministry to take the anti-tobacco pledge; last year a candidate who refused to pledge himself was put upon probation for another year.

In New York, Bishop Andrews asked the candidates for the ministry in a most solemn manner, as they stood up before him: "Will you wholly abstain from the use of tobacco?" and all of them promptly answered: "I will."

In the Ohio Wesleyan university, where there are 800 students, a rule was adopted in May last that, as soon as the fall term opened, the university would suspend every student who indulged in the practice of smoking or chewing tobacco.

This is a good rule, and should be adopted by all the colleges and universities. It will, however, not be adopted by them—just yet. Yet the athletes who are in training for great physical achievements are obliged to give up the use of tobacco and alcohol and they cheerfully assent to the rule.

Is it not about time that the normal schools took a stand on this question? If children are to be taught that ten mills make a cent, ought not the teacher to know and believe it? If the law requires that the pupil be taught that the use of tobacco exercises a pernicious effect on the physical system (and moral too) ought not the teacher in good conscience to refrain from using it? Can he cause them to recite, "Tobacco exercises an ill effect on the physical system," and then put on his hat, light a cigar, as he goes out of the door, and puff smoke along the public streets?

## Leading Events of the Week.

The English said to be negotiating for the purchase of the island of Trinidad.—More than 20,000 people view the remains of Louis Pasteur.—The sultan replaces the unpopular Said Pasha by Kiamil Pasha as grand vizier.—Cadiz preparing a large fleet for use against the Cuban rebels.—The armored cruiser *Brooklyn* launched at Philadelphia.—Meeting of the New York State Societies of Christian Endeavor in Brooklyn.—The Canadian government receives a memorial from the Montreal board of trade, praying that the Canadian canals be made entirely free of tolls, in view of the fact that the United States canals are all free.—Peru announces that the provinces of Tacna and Arica will never be yielded for pecuniary or any other considerations.—Collision between two trains in Belgium; eighteen persons killed and a hundred injured.



The keynote of THE TEACHERS' INSTITUTE for October is timeliness. THE INSTITUTE aims to aid teachers in the practical work of the class-room. The help it furnishes is intended to keep the practice of those who adopt its suggestions advancing abreast of the progressive school theory of the day. "Teach from environment" is one of its constant exhortations. One of the leading out-of-door observations made during this month of October is the southward flight of birds. This, therefore, is chosen as the subject of the leading article on Nature Study, and the article is illustrated by a four-page supplementary chart showing the leading migratory birds. It was at this season of the year that Columbus landed on our shores, and this is the time to tell the story. To strengthen the impressions given of what preceded the European immigration on this continent an elaborate and carefully prepared Indian Drill is given in the October INSTITUTE. The article on CHILD LIFE also deals with life among the Indians and is illustrated by two page cuts. The history lesson is about Matoax, the Indian princess. The October poet chosen for study is Edgar Allen Poe. Among other valuable articles are the following:

Current Topics, II.—Editor of OUR TIMES.  
October Birthdays.—E. M. Carew.  
Lessons in Grammar, II.—"Bee."  
Live Geography, I.—Chas. F. King.  
A Chalk Talk.—D. R. Augsburg.  
Tom's Discoveries in the Moon.—The Editor.  
Farmers' Arithmetic.—Geo W. Alter.  
Home-Made Apparatus.—Jno. F. Woodhull.  
An Indian Drill.—M. W. A.  
Nature Study in Season, II.—Frank O. Payne.  
Shall and Will.—Jean Halifax.  
A Lesson in Discipline.—Jay Bee.

THE PRIMARY SCHOOL aims to elevate the standard of primary teachers by giving practical help in their class-room work. It reaches toward the ideal, but also recognizes the false requirements that restrict the work of many teachers and endeavors in a portion of its contents to show how some of these things may be done with the least possible harm. It also selects many of its subjects with a view to timeliness. October turns the attention to the flight of birds and the landing of Columbus. "The Birds' Farewell" is the title of the story that this month fills the pages of THE LILLIPUTIAN, an eight-page magazine of supplementary reading that is given away with THE PRIMARY SCHOOL. A lesson article on the migratory birds prepares for this reading, and a little play called "The Flight of the Birds" broadens the interest. "The Chestnut," and "Ways in which Seeds are Scattered," are other nature lessons for the month. Child Life among the Indians furnishes the subject of the "Story Pictures" and their accompanying article. There is also a lesson on October. Among other important articles of interest to primary teachers are the following:

Lessons on the Months.—Jennie Young.  
Vocal Music, II.—F. E. Howard.  
Free-Hand Weaving for First Year, II.—Lucy A. Earle.  
Lessons on the Kindergarten Gifts, II.—Nora A. Smith.  
Physical Education, II.—W. J. Ballard.  
Facing Drill.—E. E. K.  
Nature Study in Season, II.—Frank O. Payne.  
Lesson on the Chestnut.—Susan M. Rodier.  
Primary Observation Work, II.—Sarah E. Scales.  
Lesson in Color.—Reported.  
Flight of the Birds.—L. M. Hadley.  
Music is a Blessing.—Song.  
The Cook County Normal School.—An Ex-Teacher.  
For Friday Afternoons.—Laura A. Moore.  
A "Limited" Reading Course.  
Myths of Different Peoples, I.  
Vertical Writing.  
Reproduction Stories.  
Poems for Recitation

### Dr. Harris' New Report.

The fifth annual report of Dr. William T. Harris was made public last week. It covers the school year ended November 30, 1893, and comprises three parts, the first of which is devoted to statistics.

In 1892-3, the whole number of pupils enrolled in schools and colleges, public and private, in the United States, was 15,083,630, or 22.5 per cent. of the entire population. This was an increase over the preceding year of 370,697, and the total would be increased to 15,400,000 if pupils in attendance upon special educational agencies were included.

The enrollment of pupils in the public schools for the year numbered 13,510,719, an increase of 1.92 per cent. over the preceding year, while the average attendance increased 3.45 per cent. The details of attendance show that children in the United States leave school for about two-fifths of the year to engage in labor or from other motives.

There were employed in that year 122,056 male teachers and 260,954 female. There has been a decrease in the number of male teachers since 1880, and the number of female teachers has increased 70 per cent. in that period. The number of school-houses in 1893 was 235,426, valued, with their contents and appurtenances, at \$398,435,039. The school revenue for that year was \$165,000,000; the total expenditures were \$163,000,000. Of this amount, \$104,000,000 was paid for teachers' wages, \$31,000,000 for the construction of school-houses, and \$28,000,000 for fuel, supplies, etc. In the last twenty years the value of school property in the United States and the common school expenditure have more than doubled.

The number of public high schools reported to the bureau in 1893 was 2,812, employing 9,489 teachers and having 232,951 pupils enrolled. Reports were received from 1,434 private high schools and academies, employing 6,261 teachers and giving instruction to 96,147 pupils. There were 451 universities and colleges for men and for both sexes; of these, 310 were co-educational, an increase of 3 per cent. in two years. The total number of instructors was 10,247, and of pupils, 140,053. Colleges for women alone numbered 143, with 2,114 teachers and 22,949 students. These institutions had 5,319,602 volumes in their libraries; their equipment was valued at \$128,872,801; endowment funds, \$98,095,705; income for the year, \$17,671,550, and the benefactions during the year, \$6,715,138. State appropriations for agricultural schools which received aid from the United States under the act of 1862 amounted during the year to \$1,634,715.

As a result of professional education in the year, there were graduated 4,911 medical students, 2,852 dental students, 3,394 pharmacists, 6,776 law students, and 7,836 theological students. Theological schools are more heavily endowed, compared with their expenses, than any other class of institutions; of theological students one-half get their collegiate training in denominational schools, one-sixth in non-sectarian schools, and only 3 per cent. in state universities. The graduates of normal schools numbered 4,491; the number of students, 53,465. The amount appropriated by states for the support of normal schools that year was \$1,452,914, and for buildings, \$816,826.

Other contents of the report are devoted to a review of the systems of education in foreign countries; reports in connection with the International Congress of Education at the World's Fair; criticisms on American education by representatives of the German government at Chicago; reports by foreign representatives at the International Congress to their governments; a report on American technological schools by Prof. Riedler, of the Royal Polytechnicum at Charlottenburg, near Berlin; the report of the proceedings of the World's Congress of Librarians at the World's Fair; "documents illustrative of American educational history," by Prof. B. A. Hinsdale, of the University of Michigan; the report of the committee of ten appointed by the National Educational Association upon the courses of instruction in secondary schools, Dr. Eliot, president of Harvard university, chairman; a historical account of the National Educational Association by Mr. Z. Richards, its first president; an article on "The Education of the Negro, Its Characteristics and Facilities," contributed by Mr. Welford Addis, who takes the ground that there are three features



which distinguish the education of the American negro, and to a large extent differentiate it from that of the white people among whom he lives. These facts are (1) the cost of education of the negro is borne by the white portion of the community; (2) his education is, at most, always elementary; (3) it is becoming more industrial in character.

#### Yale.

The senior class of the Sheffield scientific school has voted to wear caps and gowns through the year, instead of in the spring term only, as has been the custom.

#### Cornell University.

Two hundred and sixty-four women received the bachelor's degree from Cornell university up to June, 1894.

In the classes of 1891 and 1892 the women maintained a slightly higher average standing from entrance to graduation, though the men showed more improvement.

Of the four great women colleges in America, two, Wellesley and Bryn Mawr, have Cornell women as presidents, and college professors may be counted by the dozen among Cornell's alumnae. This influence must spread rather than decrease, if the growth in numbers of the women entering Cornell is any criterion. During the past summer it has been found necessary to build an addition which is expected to double the accommodations of Sage college (which has heretofore given rooms to 104 women at a maximum) but it is not expected to afford room for all the women students at Cornell, even in the first year of its completion.

President Schurman in his recent annual address announced that although registration was not yet over, that the number of new students registered was greater by 100 than at the same point last year. This gratifying increase, it must be noted, occurs in spite of a gradual rise in entrance requirements, which, begun in 1894, is to end in 1897 in demanding a whole year of extra preparation on the part of three-fourths of the students entering Cornell. The number of new students at Cornell this year will be from 500 to 600.

Professor Wheeler will spend the coming year at Athens as professor of Greek in the American Classical school at that place.

#### Lafayette.

On Oct. 24 Lafayette college will celebrate the seventieth birthday of Prof. Francis A. March, the distinguished American philologist. Dr. March was one of the first to appreciate the value of Anglo-Saxon and Old English studies and to urge the development of the teaching of modern languages in a scientific spirit. His work at Lafayette, beginning in 1855, placed that college at the head of English teaching in America, and early attracted attention in England where Prof. March has been especially honored by the philological, the early English text, and the new Shakespeare societies. In this country he has been president of the philological, the modern language, and the spelling reform societies, and a laborious and successful worker in the various departments of English philology, orthography, and lexicography. He was born in Millville, Mass., Oct. 25, 1825, graduated at Amherst in 1845, and has received the degree of LL.D. from Princeton and Amherst, and of L.H.D. from Columbia.

#### Duties of London School Board Members.

Mr. Macnamara, one of the most vigorous educational workers of England, editor of the London *Schoolmaster*, said in a recent address on London school board work: "Taken altogether the member who does the thing thoroughly will work a great deal harder at it than he would care to work for his living." No one will doubt this who reads the following catalogue of duties from the address:—"The board meets weekly for from four to five hours on Thursdays. Then there is a big day's work on Mondays with the 'Teaching Staff,' 'Works,' and other committees. Tuesday is given up alternately to finance and industrial schools, with all sorts of sub-committees going. Every other Wednesday brings a big afternoon on school accommodation and attendance, and Friday sees the members hard at work on school management from two in the afternoon till six, and even seven. Of course, the members devote themselves to various sections of the work; but, leaving out the public meeting on Thursday, there is a good four half-days' work at the offices every week for the conscientious member. Then, in addition, each member is put in charge of from six to ten schools, which he is expected to visit and assist as far as he can. Finally, there are the divisional committees' meetings to attend once a month, managers' meetings at the schools (he, the speaker, had been summoned to over 180 managers' meetings in West Lambeth during the first six months of the existence of the new board), and 'Notice B' meetings for the preliminary hearing of school attendance cases."



Thomas May Peirce.

Thomas May Peirce was born at Chester, Penn., December 10, 1837, and is of English descent. When a child his parents removed to Philadelphia, where he was educated in the public schools. He was graduated at the age of sixteen from the Central high school, receiving the degree of B. A. The degree of A. M. was conferred five years later by the same institution, and the same degree was received from Dickinson college.

He began his business life as a wood engraver, but the venture was not successful. Several years were spent in travel then he turned his attention to teaching, beginning the work in a district school in Springfield township, Penn. He was a successful teacher from the first, and was soon called to the Morristown high school, then to the Manayunk grammar school, to the Monroe school, and finally went to the Mount Vernon grammar school of Philadelphia.

Thus he was well prepared for his life-work, that of training the young for business. Feeling the insufficiency of the preparation for business life he resolved to combine a thorough English education with systematic business training. Begun on that basis, the school has achieved a remarkable success, and has grown until now the pupils number about nine hundred, requiring a faculty of thirty teachers, all specialists. A school of shorthand and typewriting, organized within the last few years is as successful as the commercial department.

A noteworthy feature of the Peirce school is the annual graduating exercises, when addresses are given to the graduates by the most prominent men in the country. These addresses, which cover a period of eleven years, have been collected and published, making an interesting volume.

Dr. Peirce has found time in a very busy life to write a number of special text-books, among which are "Test Business Problems," "Peirce's School Manual of Bookkeeping," "Peirce College Writing Slips," and "Peirce School Manual of Business Forms and Customs."

Dr. Peirce is president of the Bookkeepers' Beneficial Association, and is interested in other societies, taking an active part in movements which promote the welfare of society.

The New York *Telegram*, referring to the revival of the suggestion that the school year should be changed to meet the exigencies of the American climate, writes:

"The recent excessive heat may be looked for in every September. During much of this month it was found impossible to keep the schools in session more than half a day in many cities of the Mississippi valley, and much hardship was inflicted on the school children of the eastern part of the country as well.

"On the other hand, much of June is relatively cool. The heat of summer is rarely felt severely until near July. The American summer generally begins in the latter part of June, or first of July, and lasts until the end of September.

"Schools, it is argued, should be kept open until late in June and closed until late in September. When the thermometer is ranging above eighty degrees, and the humidity is in the neighborhood of ninety, it is cruelty to compel the children to study. The effect on the health of the growing human animal in compelling the brain to exercise when all the meteorological conditions prompt to mental laziness and physical activity is injurious and must stunt the growth and endanger the future usefulness of the young citizen. Such a change would be popular with the children, of course, and probably with their parents as well.

"Another consideration is that the summer outing of many families is cut short by the consideration that the schools are open and further delay in the country, at a time when rural scenes are most inviting, would interfere with the children's progress in their studies."

## Maine.

The Portland board of education has decided to keep the high school open in the afternoon to give backward pupils an opportunity to come and study and make up. A few of the teachers will be on duty every afternoon.

Mr. Bradley, of the Portland school board, objects to the compulsory feature of pushing pupils who fall behind in their rank. He is right so far as high school pupils are concerned; if they do not care enough for the privileges of secondary education to keep up with their class, they should be dropped.

In Westbrook a manual training school has been fitted up at the expense of S. D. Warren, of the firm of S. D. Warren & Co., it is open to the pupils of the public grammar schools. The room accommodates twenty-five pupils at one time, giving every scholar of the grammar grade of the public schools five hours' instruction each week. A separate bench is provided for each child. These benches are supplied by Chandler & Barber of Boston, and are furnished with the latest improved drafting and wood working tools. Mr. Oswald Eklof, a native of Sweden, has been engaged as instructor. The sloyd system has been adopted. At present Mr. S. D. Warren shoulders the greater part of the expense of the school. The entire apparatus and furniture was provided by him.

## Indiana.

Supt. D. W. Thomas, of Elkhart, has introduced in the schools, a system that is very much like the one described by Dr. Groszmann in a recent number of THE JOURNAL. Each teacher has her individual room as before, but one teacher instructs all the grammar grades of the building in a particular study. Thus one teacher makes the rounds of four rooms, teaching arithmetic; another teaches grammar, another history, going from room to room to impart the instruction. The advantages of this plan are so many and so great that other Indiana schools will soon follow the example of Elkhart.

## Florida.

The *Independent* writes:

"The strict examinations ordered by Superintendent Sheats are mowing down the colored teachers in the Florida public schools like grass; but what chance have they to secure education as teachers except as Northern benevolence helps them? The white student has for his help such institutions as the State Agricultural college, at Lake City; the West Florida seminary, at Tallahassee; the East Florida seminary, at Gainesville; the White normal, at De Funiak; Stetson university, at De Land; Rollins college, at Winter Park; Florida Conference college, at Leesburg; Jasper normal institute—all conveniently located in the state, and all ready and anxious to do for him their best. What schools of like grade are opened to the colored student? The report of the state superintendent mentions one, the Colored normal, of limited capacity and not over eighty students. We find no other mentioned, and no other is known to us except such as are sustained by Northern benevolence, and are either passed over by the superintendent in contemptuous silence, or are denounced with wrathful condemnation. There are in Florida 699 colored schools to be supplied

with teachers; but where are the training schools competent to supply them? Schools like that at Orange Park are 'exceedingly exasperating to the negro's Southern friends;' but what do the negro's Southern friends offer him instead? Yet the colored teacher is expected to show exactly the same proficiency as the white teacher. The state superintendent assures us that 'there is no necessity for making exceptions in school laws for the benefit of negro teachers. Only be firm and they will very soon work up to required demands.' Bricks without straw is not a new device, nor yet quite obsolete."

## Ohio.

The Linwood board of education has abolished the long established practice of repeating the Lord's Prayer at the opening of the school. Indignant citizens of the village are circulated a petition condemning the action of the board. Calling attention to the fact that the Lord's Prayer has been used in the opening exercises of the public schools for the last twenty years, and strenuously oppose the abolishing of it. They said they believe the Lord's Prayer to be non-sectarian, from the fact that it is used by Christians of all denominations. But the board will not rescind its action.

## Massachusetts.

The Springfield *Union* suggests that the Massachusetts Agricultural college should be made co-educational. It urges that the daughters are as well entitled to a technical training as the sons of farmers, and that this training would improve the commercial value of the farms of Massachusetts. It points to the results of the training given to girls in the Agricultural College of Minnesota. The girl students there receive special training in canning and drying of fruits, in flower-culture, in dairying, and in chemistry. These girls marry farmers, and their training increases the value of the farms over which they preside. The ethical value of this training is seen in the increase of contentment. Knowledge of the farm and its needs keeps alive their interest in all that is done on the farm, and enlarges their range of interest. They are mistresses, not drudges.

On the recommendation of Supt. Condon, the Everett school committee voted to enlarge the study of American history in the schools. The study is to begin in the seventh grade, instead of in the eighth as heretofore.

## Chicago.

Quite a rumpus in the school board. It was said certain teachers were found, under orders from supervisors, it is claimed, going around to the booksellers near the schools telling them to furnish only a certain book to pupils. Some of these dealers made threats to arrest them if they came again. One commissioner said: "I thought there was an end to that kind of business last week, when the matter of instructing pupils what books to buy and what books not to buy was brought before the board. Now, however, it would seem that somebody has started out to make book agents of the teachers." Then again it is alleged



STATE NORMAL SCHOOL, WARRENBURG, MO.



that physicians, paid by the health department for vaccinating school children, are demanding twenty-five cents from the children. The city gives them twenty-five cents for each vaccination.

### New York.

Now that the state of New York has appropriated \$25,000 for each of the four years, beginning with 1895, for apparatus to be employed in giving illustrations in schools, by means of stereopticon mainly, a new interest has been created. Prof. Albert S. Bickmore, of the American Museum of Natural History, New York city, has outlined a course of lectures which are to be thus illustrated, as was reported in THE JOURNAL last week.

The contract for the sixty-seven stereopticons to be furnished to city or village schools having superintendents has been awarded to Mr. Charles Beseler, 218 Center St. Mr. Beseler has been in business since 1875 and is a maker of all kinds of apparatus, and is widely known as a maker of stereopticons for schools and colleges. The superintendents' outfits, referred to above, cost \$75 each; it must be understood that the state pays for these—they are furnished free. Mr. Beseler has planned his stereopticons to have electric lights used in them as well as the calcium light.

At the Chautauqua county institute, Conductor Stout discussed "Stimulants and Narcotics." He heartily disapproved of the law recently passed by our legislature respecting the teaching of these subjects in the public schools. He said that in the teaching of this subject the teacher should use a judicial spirit and should not yield to his prejudices. That he should not teach from a negative standpoint; that by constantly telling his pupils not to do a thing, he generally succeeded in getting them to do it. "I can take a boy into my school," said he, "and teach him to the letter of the law as laid down in the statutes, and yet make a drunkard of him. In order to prevent a child from falling I must develop a will power to resist temptation."

On the subject of compositions he spoke feelingly. During his connection with the state department, he looked over compositions submitted by teachers at the examinations; on one occasion there were 700, and he feared his softening of the brain was dated from that time. How inappropriate the use of adjectives! How meager the vocabulary! How feeble the thought! A vocabulary is largely acquired before the age of twelve, and we gain command of a vocabulary only by using it. The teacher should write daily in order to excel.

The system of Uniform Examinations seems to preclude the idea of a fraud because the questions are sent sealed to the commissioner, he opening them in the presence of the candidates. In Richmond Co., as we learn from the *Staten Islander*, Commissioner West informed State Supt. Crooker a year ago that she believed answers had been sent to some candidates beforehand; the papers of these persons were thrown out by the state board of examiners, and the commissioner asked by Supt. Crooker to give a certificate to enable the persons to teach until the January examination, which she declined. Supt. Crooker himself gave a temporary license good to February 13, 1895. In the January examination these persons could not pass and still continued to teach. Supt. Crooker gave new temporary licenses until the next examination. All this has caused an immense amount of criticism of the ex-state supt. in Staten Island.

### New York City.

The "Lehrerverein" of Newark and surroundings held its first monthly meeting of the new school year in this city last Saturday. About thirty five professional educators of the Metropolitan district were present. Mr. Ossian H. Lang, of THE SCHOOL JOURNAL, was called upon to preside. It was voted to join the national "Lehrerbund," of which Mr. Herzog, of this city, is the president. Prof. Edgar Dubs Shimer, of the New York University School of Pedagogy, gave an inspiring talk on "Temperaments of Children." He drew a fine distinction between temperament and character and pointed out the involved pedagogical problems. The value of carefully kept records of observations of children's individualities was shown and plans suggested as to how to utilize them.

The discussion was opened by Dr. Kayser, of the Newark high school, who emphasized particularly the physiological side of temperament and in this connection pointed out the highly educative value of manual training, gymnastics, and other branches bringing into play the physical organs of the child. He was followed by Prof. F. Montser, of the School of Pedagogy, who added some practical suggestions concerning the study of children's dispositions, indicated the probable effects of the teacher's individuality upon the individualities under his charge, and deduced a plan of meeting the various pedagogical requirements by a properly organized school system. Dr. Ernst Richard, of the Hoboken academy, strongly insisted upon the necessity of taking

into account the physiological states (temper) of the child. Dr. Weineck, of New York, Dr. Von der Heide, of Newark, and several others participated in the pedagogical discussion. The interest in the great educational problems involved in dealing with various temperaments was kept up to the end, though the discussions lasted almost three hours. It was suggested to make "The Study of Children's Individualities" the subject of a special paper, and Dr. Montser was asked to prepare it for the next monthly meeting, which takes place in November at Hoboken.

### Notes.

Prof. Ladd, of Yale, the well-known psychologist, has been appointed as instructor in the graduate department at Harvard, to take the place of Prof. Palmer, who is now in Europe. He will go to Harvard on Thursday of each week.

Good Government Club "E" has been assigned the special work of investigating the public schools of the city and to propose plans for needed reforms. Several good educational documents have been issued. The latest one is entitled "Progress in School Reform." It is a report of the club's committee on education and public schools for 1895 on evening schools, vacation schools, etc. THE JOURNAL will give a resumé of it in a later number.

Statistics show that Massachusetts spends about \$25 per annum on the education of each one of her school children, New York, \$20, Pennsylvania, \$16, and South Carolina, \$2.05. The average annual expense of educating the children of the entire country is \$10. If these figures are correct it is high time that South Carolina should wake up and resolve to do more for education.

A San Francisco school-teacher who was dismissed without sufficient cause has won a legal battle compelling the city to pay her for eight months during which she was kept from her position.

### Going to School in the Southland.

A teacher among the mountain people of the South has written a letter to *Over Sea and Land*, which shows the difficulty the children there have in getting time, money, or clothing to go to school. The following is an extract from it:

"Our school opened October 1. During October and November we had but few pupils, as the children, old and young, were kept home to pick cotton and peas and to 'mind the baby,' so all could work. In December, our school began to increase, and during the winter months and longer we were like the 'old woman in the shoe,' for we 'had so many children we hardly knew what to do.'

"The daily attendance in the primary department was from fifty to sixty pupils, with seats and desks for only thirty-six. The others had to be squeezed in around the room, seated on chairs, by the window, and any way to make them comfortable.

"Bad weather, poverty, and distance from school are great hindrances to our work. Many of our pupils live two and three miles, and even farther, from the hall.

"Some of our pupils of fifteen, sixteen, and even nineteen years are very ignorant. When they enter our classes they can hardly read in the First Reader, and cannot write simple numbers from one to one hundred. These pupils are in school but a few days, or a few short weeks at most, and then stay home to work. Often they express regret, and even deep sadness at leaving us, as you can see from the following instances:

"One day one of our older girls came and put her arms around my neck and cried hard, and said:

"'I've got to leave school, and I'm so sorry.'

"'Why,' I asked, 'why do you leave?' And she answered:

"'I must, for we are poor, and there are eight of us children, and father and mother need my help, and I must work.' (This girl of sixteen years plowed and worked hard in the field all summer and fall.)

"The R—s are interesting people, very poor, but ambitious to have the best things for their children—godliness and learning. \* \* \* I let them have some clothes on credit, so that Nora, the eldest child, could come to school at once. They paid sooner than I expected, partly in money and partly in chickens and beans, and Nora sent her own hen, asking if that would buy a second-hand dress for Anne, the next little girl, for she felt so badly to have all the nice things for herself.

"In time the whole family was fitted out, and now Nora, with pride, marshals the little troop to Sunday-school. Mr. R— comes, too, but the youngest of all, Frances Evangeline, keeps the mother at home. Little Dock, five years old, was much troubled because the hens did not lay, and the eggs were relied on to pay for the clothing.

"'We must get some eggs,' he would say. 'Just see all them clothes a-hangin' on the wall and Miss G. not paid yet.'"



## Some Educational Tendencies, Past and Present.

You ask me to write a series of letters for your progressive paper and suggest as one of the topics, "Reminiscences of Horace Mann and David P. Page." I have been greatly gratified to see that THE JOURNAL not only holds up the names of Horace Mann and David P. Page but also holds to their principles. They were the new education men of their day; they had caught inspiration from Pestolozzi whose ideas had affected America like a tidal wave.

These educational leaders have been in their graves for nearly half a century, their lives and characters, their exalted ideals of what the teacher and the school should be, the burning words in which they magnified their high office, and their bright and shining examples have been, and will ever continue to be, the inspiration of countless multitudes as the years roll on. They are among the richest treasures of the calling which they glorified and the foundations of which they did so much to establish securely and well; for in that early day what one may call the profession of teaching was little else than an abstraction pure and simple. But these worthy spirits builded better than they knew. What they and their co-workers accomplished in that early day, however, made the wonderful advancement along the whole line, which we now behold, possible. They were the bold, brave pioneers, and the prophets of the good time coming. But they rest from their labors and their works follow them. After life's fitful fever they sleep well.

Turning now for a moment to present circumstances and conditions, it is to be observed that the current of thought and discussion has a tendency to place education upon a more scientific and philosophical basis than ever before. It is beginning to be recognized that here, as in every other domain of the universe, *law reigns* to help or to baffle the struggles of humanity after the unattained. This conception of universal law is of a comparatively recent growth, even as related to the physical world. We must largely attribute to it the marvelous progress in the discovery and application of truths heretofore hidden from human view. To Sir Isaac Newton the world is indebted for the evolution of the law of gravitation; to Copernicus the true theory of the solar system. To Volta, Sir William Thompson, Michael Faraday, and our own Joseph Henry, educator and scientist, and that wizard of the powers of the air, Thomas A. Edison, and others, the development and application of that still mysterious electric force which is literally annihilating time and space, making pathways for itself in ocean's depths, climbing over mountain summits, traversing diverse climates and zones, and bringing all the people of the earth into intimate relations of fraternity and good will. Indeed, there seems to be no assignable limit to the progress of these wonderful revelations of the secrets of the natural world. And there are indications in many directions that the same rigorous, persistent scrutiny of the phenomena of mind and spirit will eventually reward the daring ken of man with those immutable truths so needful for his guidance, instruction, and warning in the training and cultivation of his manifold powers and faculties.

Prof. Henry, above referred to, from his triple standpoint of educator, scientist, and philosopher, once predicted that the time would come in the fullness of our knowledge of nature and man when the work of the true educator would be pursued with the same certainty and precision of results as those which characterize the engineering of our modern times. This is a somewhat startling prophecy, it is true, but in the light of the achievements of the last half century we are almost justified in the belief that all things are possible in the domain of spiritual as well as of material existence to those who earnestly, patiently, and reverently "learn to labor and to wait."

These general observations must suffice for the first of the proposed series, while that which may be regarded as more practical must be reserved for what may follow.

WILLIAM F. PHELPS.

St. Paul, Minn.

## Letters.

## The "Worst Boy."

I have known a boy who was called "the worst boy" in a school-room of fifty boys. This teacher was called "the best teacher in town." She was forty years old and he was thirteen. Her manner was haughty, so was his. She would have her own way if a will had to be broken to pieces; so would he. When he was only three years old he committed a digression for which his mother asked him to say he was sorry. "But I am not sorry," he said. "Then I will whip you till you *are* sorry," she exclaimed, and forthwith proceeded to apply the rattan to the boy.

Howls and yells followed, the mother resting once in a while to ask—"Will you say you are sorry?" "You can beat me because you are the biggest, but I'll never be sorry," he answered. She went on whipping. Resting again, she demanded—"Will you say you are sorry?" "You can kill me, but I'll never say I'm sorry," he exclaimed with fury flashing eye and trembling body. That mother put by the rattan. She was defeated, and ever after he controlled her. She was not wise enough to turn that strong will in another direction instead of opposing it. His teacher was not wise enough to turn his will in the right direction either. Such scenes occurred in the school-room between the two! Disgraceful, heartrending. At last he was expelled from school. His father went to the school committee to intercede for the boy. On the board was a lady. She was touched by the father's appeal, and she influenced the rest of the committee to allow him to return to school.

She sat in an ante-room and watched the teacher and the boy that day, without the boy knowing he was watched. She saw the boy "get through his arithmetic study" long before the rest. Then she saw him "hitch" in his chair. "Stay in at recess for restlessness" observed Miss Strong, the teacher. The lady of the school committee saw the boy take up a book and read. His mouth twitched, his features were convulsed with nervous spasms. "Stay in after school to-night for making faces," commanded Miss Strong, the teacher.

Then the lady of the school committee walked into the school-room and asked the boy to go into the next room with a sealed note to the teacher. The note read—"Set this boy a hard example in arithmetic and tell him to come back and do it." A. B. of the school committee.

No one was more surprised than Miss Strong when the school board promoted "her worst boy" into a room two grades above her own the next week. There he did admirably, and now he is one of the brightest business men of Boston.

Nervous children need long recesses, varied exercises, a bright, cheerful teacher who has not too much of the Napoleon about her and one who is willing to live and let live if you only give her half a chance!

LUCY AGNES HAYES.

Philadelphia.

I have made it the subjects of talks in my school room the need of coöperation by all in the good works of society; for example, I quoted that out of 5,000 who had an income from work 1,500 said they gave nothing to support religion, while they spent for tobacco and whiskey nearly \$10 each year. I have found this to be a most needed subject for instruction. Those who spend little on religion spend little on literature. The church supports the school; the school should support the church.

I do not say this in so many words, but I discuss the importance of having a hand in propelling all the good things of the world outside of the school room. The children have been much interested in the way I have put things and have told me privately of what they have done; in some cases this has been surprising.

J. G. L.

We here in Tacoma can better afford to buy a horse than you can a bicycle. I had a fine horse that cost only \$10, but there is nothing for horses to do. We cannot ship them East without paying the freight, for the railroads fear they cannot sell them. Horses here have been sold for \$3 and \$5 each, to be killed for their hides and hair.

P. R.

## Fall and Winter Associations.

Oct. 11-12. Nebraska State Association of Superintendents and Principals at Lincoln. Edwin N. Brown, president.

Oct. 18. Connecticut State Teachers' Association at New Haven. W. I. Twitchell.

Oct. 17-19. Northeastern Iowa Educational Association at Charles City. W. D. Wells, Grundy Center, pres.; O. M. Elliot, Reinbeck, sec'y.

Oct. 16-18. Nova Scotia Provincial Educational Association at the normal school, Truro. A. McKay, Halifax, secretary.

Oct. 16, 17, 18.—New York State Council of City and Village School Superintendents at Newburg, N. Y. R. K. V. Montford, President. Newburg.

Oct. 31-Nov. 1-2. Fifty-first annual session of the Rhode Island Institute of Instruction at Providence. President, Walter B. Jacobs.

Dec. 26, 27, 28.—Idaho State Teachers' Association at Moscow.

Dec. 31-Jan. 1-2. Iowa State Teachers' Association at Des Moines. R. C. Barrett, pres.; Carrie A. Byrne, chairman ex. com.

## Questions and Answers.

What is the Veda, often referred to in speaking of the ancient Hindus?  
Quebec. F. P. G.

The word Veda means knowledge; there are four volumes by this name. The first is the Rig Veda—and contains hymns and songs of praise and poetical pieces; it is the Bible of the Hindus. The next volume is a re-arrangement of parts of the Rig Veda and is called the Soma Veda—it contains chants used by the priests in the soma ceremonies. (There was a drink made from the soma plant that intoxicated, but which they claimed inspired them; the drinking of this was accompanied with ceremonies.) The third was called the Yaj Veda, containing formulas relating to sacrifice—Yaj means sacrifice in Hindu. The fourth is called the Atharva Veda, some of it is historical, some drawn from the Rig Veda. Evidently the foundations of these volumes were poems; then the poets became priests, then the priests read poems written in past times. The original belief was that the poet was merely a mouthpiece of divinity. The date of the first Veda is supposed to be about 2,000 B. C.

Was there such a person as Buddha or is he an imagined being?  
Quebec. F. G. P.

Brahmanism had existed probably 1800 years when the remarkable man, a real person, appeared about 500 B. C. and originated a new religion now followed by one-third of the human race. His father Suddhodana Gautama was a king, the ruler of the Sakyas; he was named Siddhartha Gautama. As he achieved such a great reputation he was called Gautama, as we say Lincoln, Grant. He claimed to have become spiritually enlightened, and took the name Budha which means "enlightened." When twenty-nine years old he left his home to search for some satisfaction that would meet his spiritual demands. He studied the Hindu philosophy, but got no light; then he tried penance and tortures. At last he saw clearly the solution of life's problems and started for Benares "to open the gate of immortality to man," saying, "I have completely conquered all evil passions." "I live to be the prophet of perfect truth." He urged his disciples "to teach all, to exert good will without measure towards all beings." He cut loose from Brahmanism, but that went on; about 900 A. D. the Brahmins drove Buddhism out of India. It prevails mostly in China and Japan. There are 400,000,000 Buddhists. The Buddhist bible is termed Tripitaka. When his father asked him what were the principles of his religion he said:

"Rise up! and loiter not!  
Practice a moral life aright,  
Who follows virtue rests in bliss  
Both in this world and in the next.  
Follow after the moral life  
Follow not after wrong,  
Who follows virtue rests in bliss  
Both in this world and in the next."

Is it known what electricity is, or consists in? What is the best theory?  
Detroit. R. H. C.

Edison says we do not know what it is, but that it acts like a fluid as much as anything. The best theory is that it consists of an infinitely fine form of matter in a state of infinite motion and manifesting itself in whorls or vortex rings. It appears to be around the chemical atoms and be the cause of chemical action. An atom of oxygen, for example, is supposed to be a core, or center, around which electrical matter is whirling. Heat and light are caused by the effects of this matter on ordinary matter. "Chemical affinity and electricity are one and the same," says Helmholtz.

How is argon and helium to be obtained? Do they combine with other elements?  
Annandale, Va. E. P. L.

Free argon and helium have now been found in the sulphurous waters of springs in the Pyrenees at La Raillère and Bois; introduced either into a Plücker tube containing magnesium wire and subjected to the silent discharge of electricity they combined with the magnesium. They also combine with platinum in the same way.

Was there not an experiment tried to show that plants get their nourishment from the air?  
Baltimore. E. W.

An experiment was made by Van Helmont over 300 years ago and the first recorded of the kind, to ascertain the office of the earth in plant life. He put in a receptacle 200 pounds of dried earth and in it planted a willow tree weighing 5 pounds, water was added from time to time for five years but nothing else. At the end of this time the willow was removed and found to weigh 164 pounds and the earth five pounds less two ounces. Von Helmont concluded the plant got its nourishment from the water; we know it comes mainly from the air.

After long illness nothing equals the building-up effects of Hood's Sarsaparilla.

## Ontario.

The Haliburton, Ontario Teachers' Association met at Minden, September 19. Mr. Houston gave an address on analysis as a means of clarifying knowledge and promoting mental culture. Mr. Hicks illustrated his method of teaching composition. Mr. Young delivered an evening address, Mr. Leith, on behalf of the teachers of Haliburton county presented Dr. Curry, the retiring inspector of schools, with a valuable microscope.

The following officers were elected: President, Mr. Leith; vice-president, Mr. English; secretary-treasurer, Mr. J. A. McIntosh; Delegates to Provincial Association, Miss Delamere and Mr. Leith; substitute, Miss Scriver; committee, Miss Delamere, Miss O'Connell, Messrs. Buchanan, Palmer, and Mortimer.

## Better Training for Teachers.

"The great cause which hinders public education in this country is the fact the people, the citizens, the voters, have no genuine love for education and no real appreciation of what learning is. If their interest and their appreciation amounted to anything they would see to it that the school trustees and school commissioners were themselves persons of education and cultivation. And any school that is conducted by teachers who are uneducated and untrained in the art of teaching is likely to do as much harm as good. By laws we protect litigants from falling into the hands of pettifoggers who have not been admitted and licensed to practice at the bar after a regular course of instruction. So, too, we protect sick people from the ignorance of physicians not regularly graduated from a school of medicine. But our teachers, though after a perfunctory examination they acquire a certificate to teach, in six cases out of ten are young women with no heart in their work, but an intention to follow the trade until they are invited to marry; in two other cases they are young men who wish to support themselves while studying what they consider a real profession; in another the teacher is an incompetent; while in the remaining case of the stated ten the teacher is likely to be a serious person seriously pursuing a life work because he or she is interested in the work and conscious of its high nobility. Here we have four classes of teachers where there should only be one."—John Gilmer Speed in the Forum.

## New Books.

The child learns his mother tongue by hearing words repeated over and over again until they are firmly fixed in his memory. The same process must be employed in the learning of a foreign language. In his *Contes et Legends, Ière Partie*, H. A. Guerber has so told the stories in French as to repeat the words and idioms again and again. He has made them graphic to arouse an interest in the plot and stimulate curiosity. Those who are acquainted with his style in his works on mythology can judge of the charm of this little book. The matter consists of legends and folk stories drawn from English, Dutch, French, Russian, Bohemian, and other sources. (American Book Co., New York, 60 cents.)

That instruction should be adapted to the capacity and circumstances of those receiving it, is as true of language as of any other branch. This fact has been kept steadily in view in the preparation of *A Common Sense Guide to English for Foreigners* by Dr. Oscar Weineck. The book grew out of the unique experience derived from twenty years' teaching of Russians, Swedes, and Germans in evening schools, the learners being of all classes from the farmer's boy to the college student. The method adopted is that of Gouin. The subject is developed in a logical order, so that the pupil is enabled from the first action stated, without understanding the words spoken, to divine their meaning by the logical necessity of the action that has to follow. The lessons are intended to teach the vocabulary that is most necessary for a foreigner to learn first. There is a series of compositions on the household, the body, food, daily life, and surroundings, industries and professions, government, animal and plant life. Besides there are a great many set conversations to show the language as spoken in every-day life. The method no doubt will be attended with good results in all places where mixed classes of foreigners are to be taught. (F. W. Christern, 254 Fifth avenue, New York.)

Alfred P. Gage, Ph. D., the author of *The Principles of Physics*, doubts the wisdom of making a text-book so small as to necessitate the meager treatment of important matters. Therefore a generous amount of space has been accorded to the various divisions of the subject; but not too much, even for an elementary treatise, as any one acquainted with the vast field covered by this science well knows. The principles are stated and enough ex-



amples given to fix them firmly in the mind. Although this is strictly a text-book, making no pretensions to being a laboratory manual, experiments under each head are described that may be performed with simple apparatus. The treatment is especially full in regard to the latest applications of physical knowledge as seen, for instance, in the telephone, electric light, microphone, photophone, etc. Numerous questions and problems are found at the end of the main divisions of the book. The illustrations are fine and are scattered without stint throughout the book. (Ginn & Co., Boston.)

In the *German Reader for Beginners*, by Prof. Chas. Harris, of Western Reserve university, will be found easy and interesting selections which can be used profitably with the first lesson in the language. The plan has been to grade them carefully so that the pupil may overcome difficulties gradually and thus come by easy stages to a reading knowledge of the language. The selections have been made with judgment; those acquainted with German literature will find in this book many of the best known gems in the language, both in prose and verse. There are foot-notes and a vocabulary sufficient for the translation of any selection in the volume. (Henry Holt & Co., New York. 12mo., 360 pp. \$1.12.)

As an aid in learning to draw *The Royal Graduated Drawing Cards* will be found useful. These are in seven packets, each of which contains about forty cards with models to be copied. Nos. 1, 2, and 3 are freehand; No. 4 drawing to scale; No. 5 geometry; No. 6 freehand; and No. 7 plans and elevations. (T. Nelson & Sons, London, Edinburgh, and New York.)

Edward Knobel is the author of a series of handsome little books on natural science subjects that will prove a great help to beginners in science. The most recent one is entitled *The Day Butterflies and Dustflies of New England*. The introduction tells how to collect and to study these insects. Then the most prominent members of the family are pictured, classified, and described, so that the pupil will not have much trouble in identifying them. (Bradlee Whidden, 18 Arch street, Boston. Oblong 12mo., paper; net, 50 cents.)

Coleridge won as high a place as a critic and a philosopher as he did as a poet. His prose works were an inspiration and a guide to his contemporaries and those who followed and therefore have had more effect on our literature than now appears. A careful reading of his *Principles of Criticism*, which has been published in Heath's English Classics series, will be of great benefit to students of literature. It is edited with introduction and notes by Andrew J. George, M. A. The frontispiece is a portrait of Coleridge. (D. C. Heath & Co., Boston. 90 cents.)

The main purpose held in view in the preparation of the *History of our Country*, by the authors, Supts. Oscar H. Cooper and Leonard Lemmon and Prof. Harry F. Estill, all holding educational positions in Texas, was to present, fairly and impartially, an account of the history and progress of all sections of the Union.

All historians should give an unbiased narrative, but it is needless to say that they do not. The method of these authors on disputed questions, such as secession, has been to state the claims of both sides; this is undoubtedly the best way to treat such matters, giving one a better chance to judge of the facts as they actually occurred. By a series of tables, charts, and summaries the pupil is enabled to get a more vivid idea of the course of events than he would from the simple narrative. The commercial, social, and literary progress has not been neglected. The book is illustrated with plain and colored maps, numerous portraits of distinguished people, etc. The printing and binding are excellent. (Ginn & Co., Boston.)

(Selected from OUR TIMES, monthly, 30 cents a year.)

## The World's Workers.

**Recent Discoveries in Egypt.**—Under the auspices of the Egyptian Exploration fund, work of excavation of great importance has been carried on during the past three winters near Thebes. The most interesting object lately unearthed is the temple of Der-el Bahri (der-el-bah'rè), which stands on the opposite side of the Nile from the temple Amon at Karnak, at a point where the great limestone cliffs of the old river bank fold back into the western desert. At the base of the scar and dove-tailed into a corner of the rock, the architect has planted the temple. When work was begun this lovely ancient edifice was covered with a mass of rubbish in some places no less than forty feet in thickness; this has been cleared away.

The temples of Egypt were of two kinds—those standing freely upon the plains, or gigantic caverns hewn into the cliff's side. The temple of Der-el-Bahri is a combination of both. The great platforms, no less than three in number, rising like three gigantic steps, one higher than the other, are merely the approach to the temple. The holy of holies, the sanctuary of Amon, to which great god of Thebes the building is dedicated, lies in the cliff side, and for no less than sixty feet the visitor penetrates the solid rock to examine its features. In addition to the temple there are many rock hewn halls and shrines to which entrance may be found from the platforms.

The architect of the temple was Senmut, a statue of whom is in Berlin. He lived in the reign of Queen Ramaka. On this statue is an inscription in which an attempt has been made to combine the actual and assumed sex of this kingly queen: "I was a great man who loved his lord, and I gained the favor of my queen. He exalted me before the face of the land to the rank of overseer of his house and purveyor of the land. I was chief over the chiefs, head of the architects; I executed his orders in the land. I lived under the lady of the land, Queen Ramaka living eternally." This queen reigned fifteen hundred years before Christ, two hundred years before the Hebrews fled from Egypt.

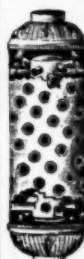
The most wonderful discovery made in recent years in Egypt, however, is that of a race of men wholly unlike the people of the

For  
Throat  
And Lung  
Troubles, Take

**AYER'S**  
Cherry Pectoral  
Received  
Highest Awards  
At World's Fair.

When in Doubt, ask for Ayer's Pills.

\*\*\*\*\*CLSC\*\*\*\*\*  
★CHAUTAUQUA★  
(Literary and Scientific) Reading Circle  
THE AMERICAN YEAR  
A systematic course in American politics, industry, and literature, illustrating the Development of National Life.  
Why not supplement your desultory reading by a well-defined course for the coming winter? Chautauqua offers a practical, comprehensive plan.  
★JOHN H. VINCENT, Dept. 10, BUFFALO, N. Y.★  
\*\*\*\*\*CLSC\*\*\*\*\*



**SAVE 1/2 YOUR FUEL**  
By using our (stove pipe) RADIATOR.  
With its 120 Cross Tubes,  
ONE stove or furnace does the work of TWO. Drop postal for proofs from prominent men.  
TO INTRODUCE OUR RADIATOR, the first order from each neighborhood filled at WHOLESALE price, and secures an agency. Write at once.  
ROCHESTER RADIATOR COMPANY,  
50 Furnace St., ROCHESTER, N. Y.

READERS will confer a favor by mentioning THE SCHOOL JOURNAL when communicating with advertisers.

Not a Patent Medicine.

Nervous Prostration.  
Mental Depression.  
Nervous Dyspepsia.  
Mental Failure.

**Freligh's Tonic** (A Phosphorized Cerebro-Spinant)

will cure when everything else has failed. Prescribed and endorsed now, and for ten years past, by over 40,000 Physicians. Sample by mail 25c., ten days' trial. Regular bottle \$1 by mail. Small bottle, but 100 doses in each.

**Concentrated, Prompt, Powerful.**  
Formula, descriptive pamphlet, full directions, testimonials, etc., to any address.

J. O. Woodruff & Co.,  
Manufacturing Chemists,  
106-108 Fulton St., New York City.

Formula on Every Bottle.



land in their customs and their arts, wholly unrelated to them, and, so far as known, wholly unlike any race of antiquity. They lived in a district extending for some hundred miles south of Abydos (a-bi-dos) and records of them go back to three thousand years before Christ. The explorers opened about two thousand graves. They found that the men were tall, long-legged, long-bearded, eagle-nosed. No evidence is found of their understanding the art of writing, but in the fine arts, with the exception of drawing and sculpture they were quite on a par with the Egyptians. They made stone and copper implements and pottery of beautiful workmanship. The mummifying of the dead was not practiced. In war, at least, they practiced cannibalism.

**Delivery of Books in the Boston Public Library.**—In the Boston public library the boys have been replaced by machinery for the delivery of books. The five acres of book shelves are arranged in six "stacks," or stories. From the second floor front between the fifth and sixth stacks a pneumatic tube system conveys cards, tickets, and other messages to every part of the building. The attendant on a certain floor receiving notice that a certain book or books are wanted, places it or them in a railway car with a cable attachment, pushes it off the side switch to the main line on that floor from which it runs at a rate of 500 feet a minute to a special elevator, which drops automatically to the delivery room, waits till the car rolls back and then delivers it on a return track to the switch from which it started.

**Irrigation in Western Kansas.**—In this almost rainless region the farmers are using the "underflow" to water their lands. Wells are sunk to this water, which is only a few feet below the surface, and windmills and pumps raise it to reservoirs, where it is stored and used when needed. In the vicinity of Garden City there are about 150 reservoir-irrigated farms.

**The High Building Problem.**—Many of the recently constructed buildings in New York are from fifteen to twenty and even more stories in height. The advantages of having offices in such high structures are pure air, plenty of light, and freedom from the noise and dust of the street. But if all built high buildings some of these advantages would be lost; hence the owners of some of these buildings have secured long leases of adjoining structures so that their light and air shall not be cut off. On the other hand, high buildings on narrow streets shut out the sunlight and thus favor the multiplication of disease-breeding bacteria. For this reason it is said that the question of the limitation of the height of buildings will come up for consideration by the New York legislature.

Chicago has an ordinance which went into effect last May, limiting the height of buildings in that city to 130 feet and not

higher than three times the least dimension. In Boston the limit is 125 feet. Glasgow has a law forbidding the erection of a building that is higher than the width of the street on which it abuts. If it is set back from the street this distance may be added to the height. Where any building faces any public square or place where the clear space is greater than eighty feet there is no limit to the height imposed.

**Where Ships' Masts Come From.**—The spars from which the masts of the *Defender* and *Valkyrie* were made were cut at Kamielie in the state of Washington. That state annually sends out at least 100 vessels timber laden, in every direction, all the way from Corea to Australia and the Hawaiian islands, and even to the Kimberley diamond mines and the Johannesburg gold mines, in Africa. It is stated that the flag of the emperor of Japan flies from a stick of Puget sound timber, and it is known positively that the flagstaff on Windsor Castle, from which waves the union jack in the daily view of Queen Victoria, is a Douglas fir from Puget sound—a Yankee contribution to the furniture of the monarch of the British isles. It is also true that the largest flagstaff in Maine, the Pine Tree state, is at Lewiston, and it came from Puget sound. Nor is it a remarkable piece of timber, as one comes to think who lives in Washington. It is all the Douglas fir, yet it is known abroad as Oregon pine.

#### Recalled Stormy Times.

"Well that looks natural" said the old soldier, looking at a can of condensed milk on the breakfast table in place of ordinary milk that failed on account of the storm, "It's the Gail Borden Eagle Brand we used during the war."

#### Tour to the South via Pennsylvania Railroad.

The last of the Pennsylvania Railroad Company's very attractive early Autumn tours to the South will start from New York in a special train of parlor cars on October 8.

The tour covers a period of ten days, and includes the battlefield of Gettysburg, picturesque Blue Mountain, Luray Caverns, the Natural Bridge, Grottoes of the Shenandoah, the cities of Richmond and Washington, and Mt. Vernon.

The round-trip rate, including all necessary expenses, is \$55 from New York, \$53 from Philadelphia, and proportionate rates from other points.

For detailed itinerary apply to Ticket Agents or to Tourist Agent, 1196 Broadway, New York, or Room 411, Broad Street Station, Philadelphia.

#### THE SCHOOL JOURNAL.

Established 1870. Published weekly at \$2.50 per year, is a journal of education for school boards, superintendents, principals, and all teachers who desire to have a complete account of all the great movements in education.

We publish THE TEACHERS' INSTITUTE, monthly, \$1.00 per year; THE PRIMARY SCHOOL, \$1.00 a year; EDUCATIONAL FOUNDATIONS, \$1.00 a year; and OUR TIMES (Current Events), monthly, 30 cents a year.

#### TEACHER'S AGENCIES.

##### TEACHERS' CO-OPERATIVE ASSOCIATION

6034 Woodlawn Av  
CHICAGO

Established in 1884. Positions filled, 3700: Seeks Teachers who are ambitious for advancement rather than those without positions

##### THE FISK TEACHERS' AGENCIES, EVERETT O. FISK & COMPANY.

SEND TO ANY OF THESE AGENCIES FOR 100-PAGE AGENCY MANUAL, FREE.

4 Ashburton Place, Boston, Mass.; 1242 Twelfth Street, Washington, D. C.;  
70 Fifth Avenue, New York, N. Y.; 430 Century Building, Minneapolis, Minn.;  
355 Wabash Avenue, Chicago, Ill.; 120 1/2 South Spring Street, Los Angeles, Cal.  
25 King Street, West, Toronto, Can.

##### THE METROPOLITAN TEACHERS' AGENCY

provides competent teachers with good positions. Write for particulars.

Irving Hazen, Manager, 28 West 23rd Street, New York. (Fifth Ave. & Broadway.)

110 Tremont St., BOSTON.

169 Wabash Ave., CHICAGO.

##### THE BRIDGE TEACHERS' AGENCIES

(C. A. SCOTT & Co., PROPRIETORS.)

Agency Manual free to any address. One Fee Registers in Both Offices.

##### ALBANY TEACHERS' AGENCY.

Provides Schools of all Grades with Competent Teachers. Assists Teachers with Good Records in Obtaining Positions.

Correspondence with school officers and teachers is invited.

HARLAN P. FRENCH, Manager, 24 State St., Albany, N. Y.

##### THE ALBERT & CLARK TEACHERS' AGENCY

Has moved to the PULLMAN BUILDING, CHICAGO.  
Michigan Av. and Adams St.

C. J. ALBERT AND  
B. F. CLARK, Managers.

##### EASTERN TEACHERS' AGENCY.

We have good places for good teachers in all departments. Register at once.

E. F. FOSTER, Manager,  
50 BROMFIELD STREET, BOSTON, MASS.

##### TEACHERS' AGENCY OF RELIABLE

American and Foreign Teachers, Professors, and Musicians of both sexes for Universities, Colleges, Schools, Families and Churches. Circulars of choice schools carefully recommended to parents. Selling and renting of school property.

E. MIRIAM COYRIERE,  
150 Fifth Avenue, cor. 50th St., New York City.

**Teachers Wanted!** Teachers Co-operative Association, 6034 Woodlawn Ave., Chicago. 4,000 positions filled.

##### AMERICAN AND FOREIGN TEACHERS' AGENCY

Introduces to colleges, schools, and families, superior Professors, Principals, Assistants, Tutors, and Governesses, for every department of instruction; recommends good schools to parents. Call on or address

Mrs. M. J. YOUNG-FULTON,  
American and Foreign Teachers' Agency,  
23 Union Square, New York.

For larger salaries, or change of location, address Teachers' Co-operative Association, 6034 Woodlawn Ave., Chicago. ORVILLE BREWER, Manager.

**TEACHERS** of recognized ability wanted for high grade positions in Pennsylvania and other states. Send for circulars. NATIONAL EDUCATIONAL BUREAU, Robt. L. Myers, Manager, Harrisburg, Pa. (11th year.)

*An Agency* is valuable in proportion to its influence. If it merely bears of vacancies and that is something, but if it tells you about them and is asked to recommend a teacher and recommends *Recommends* you, that is more. Ours  
C. W. BARDEEN, SYRACUSE, N. Y.

**Schermerhorn's Teachers' Agency**  
Oldest and best known in U. S.  
Established 1855.

3 EAST 14TH STREET, N. Y.



You See Them  
Everywhere

## Satisfaction and Speed in Columbia Bicycles

The famous Hartford Single-Tube Tires with which Columbia Bicycles are equipped add much to the pleasure Columbia riders have in bicycling. Even the dreaded puncture loses its terrors with Hartford Single-Tubes. Repaired in a minute. Anyone can do it. Dunlop tires, best of double tubes, if you prefer.

POPE MFG. CO.  
HARTFORD, CONN.

## Arnold Constable & Co. Suits and Wraps AUTUMN STYLES.

Novelties in  
Coats, Capes, Silk Waists.

## TAILOR-MADE SUITS

in all the new effects.

FUR GARMENTS.

Broadway & 19th St.  
NEW YORK.

### D. L. DOWD'S HEALTH EXERCISER.



For Gentlemen, Ladies, Youths; athletic or invalid. Complete gymnasium; takes 6 in. floor room; new, scientific, durable, cheap. Indorsed by 100,000 physicians, lawyers, clergymen, editors, and others now using it. Illustrated Circular, 40 engravings, free. Address D. L. DOWD, Scientific, Physical and Vocal Culture 9 E. 14th St., New York.

### J. M. OLCOTT,

HEADQUARTERS FOR

W. & A. K. Johnston's Wall Maps  
and all kinds of SCHOOL SUPPLIES,  
9 West 14th St., New York.

### TEACHERS' AIDS.

What book can give you most help in Geography, Methods in Arithmetic, History of Education, etc. Send 6 cents. E. L. KELLOGG & CO., 61 Fifth Street, New York.

### New Books.

*Under the Old Elms*, by Mary B. Claflin, is a series of pleasant reminiscences of Governor Claflin's beautiful estate at Newtonville, where many people noted in literature and politics and other fields used to gather. Mrs. Claflin has gathered up a sheaf of charming personal recollections of many of these visitors: Charles Sumner, Henry Wilson, James Freeman Clarke, Henry Ward Beecher, Mrs. Stowe and others. Anecdotes, descriptions, and quaint bits of conversations give the book a unique and most fascinating character. The general make-up of the volume is tasty and beautiful. The paper is tinted to give the imitation of an old book, the edges rough, the top gilt. The binding is green cloth, with gilt lettering and a picture of the old elms on the front cover. (T. Y. Crowell, & Co., New York and Boston. 16mo., 150 pp., photogravure frontispiece. \$1.00.)

Alison's *History of Europe*, from the French Revolution to the fall of Napoleon, is probably the best historical work covering that period. One critic says: "The strong and ever-present Toryism of Alison makes his work offensive to many readers; but it is entitled to great praise for its candor, its fulness, and attractiveness of style." This history is the most voluminous work of the day; it employed the author twenty-eight years in study and composition. It occupies ten large octavos, and his between eight and nine thousand pages. An abridged edition has been prepared by Edward S. Gould, who has aimed to give this work in reasonable compass shorn of its repetitions, superfluous, inaccuracies, and inelegancies. Every line of this volume has been transcribed by the editor's own hand, and not one paragraph is given in the precise words of the original. He has used his own judgment in the selection of matter. The chapter on the American war, he considers, "a gratuitous libel on the people and institutions of the United States;" it has been wholly omitted. Alison has related events out of order; thus confusing the reader. The history as given in this volume is therefore in a certain sense his own, and certainly is much more acceptable to Americans than the unabridged original. (A. S. Barnes & Co., New York.)

### LITERARY NOTES.

Harper & Brothers have issued the *Comedies of Shakespeare*, in four volumes, with one hundred and thirty-one full-page photogravure reproductions of Edwin A. Abbey's drawings. These drawings are the result of many years of careful thought. Months were spent in the study of the scenery and accessories of each play, and the student and the antiquary will find much in these illustrations to delight his eye. No other illustrator has got so near to the heart of the immortal bard.

*Poems of Home and Country*, by Samuel Francis Smith, the author of "America," lately issued by Silver, Burdett & Co., will have a warm welcome in American homes. The young people of our country will find in its patriotic poems a source of unfailing inspiration to lofty thought and noble endeavor.

The completed edition of the Heart of Oak Books, announced more than a year ago, has just appeared over the imprint of D. C. Heath & Co. Originally designed to be issued in five volumes, it was found expedient to elaborate and amplify the plan; the complete series therefore, consists of six graded books instead of five, as originally announced. These books begin with the rhymes and jingles of child-literature, and pass through the various stages of fairy stories, tales from mythland, and hero-stories, the higher books containing the gems of classic literature.

Insist upon having



on

your dress skirts  
if you want the Best.

Send for samples, showing labels and material,  
to the S.H. & M. Co., P. O. Box 699, New York City.

"S.H. & M." Dress Stays are the Best.

## LADIES



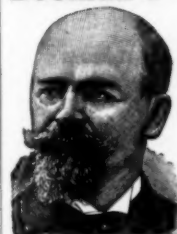
USE  
ONLY

Brown's French Dressing

ON YOUR

BOOTS and SHOES.

## Beeman's—THE ORIGINAL Pepsin Gum



CAUTION.—See that the  
name Beeman is on each  
wrapper.

The Perfection of  
Chewing Gum

And a Delicious Remedy for  
Indigestion and Sea Sickness.  
Send 5c. for sample package.  
Beeman Chemical Co.  
7½ Lake St., Cleveland, O.

Originators of  
Pepsin Chewing Gum.

### HAHNEMANN

## Medical College and Hospital OF CHICAGO, ILLINOIS.

The thirty-sixth annual course of lectures in this institution will commence September 10, 1895. New college building. Well equipped laboratories. Experienced teachers. Low fees. Equality in cost. New Hospital of 225 beds now open. Send for announcement.  
JAS. B. COBB, M. D., 5156 Indiana Ave., Chicago.

**FREE** Catalogue of Speakers, Dialogues, Plays, Drills, Teachers' Aids, Letter Writers, Amusements, Essays, Debates, etc. Dick & Fitzgerald, 11 Ann St., New York.

**DEAFNESS & HEAD NOISES CURED**  
by Felt's Invisible Rubber Ear Cuskers. Will cure, heard, successful when all remedies fail. Sold only by F. Hinson, 648 Broadway, N.Y. Write for book of proof **FREE**

**USE BARNES' INK.**  
A. S. BARNES & CO., 56 E. 10th St., N.Y.



The thirty-four convenient little volumes published under the general title of Modern Classics by Houghton, Mifflin & Co., are in the best sense classic, though all of them are modern. They include selections from the works of the most eminent writers of England and America, and translations of several masterpieces by Continental authors. They consist in most cases of entire poems, essays, sketches, and stories. The authors are not only shown at their best, but so fully as to give an adequate idea of their various styles, modes of thought, and distinguishing traits. The choice character of the selections in these volumes makes them peculiarly suitable for supplementary reading in schools, as indeed it also makes them peculiarly desirable for household libraries.

McClurg & Co., Chicago, are bringing out another volume of the series of gossip nineteenth century histories written by Mrs. Latimer. This time it is *Europe in Africa in the Nineteenth Century*.

### Interesting Notes.

"A striking example," says *The Engineering News*, "of the accuracy of American tools and workmanship is shown in the 12-inch guns now awaiting shipment from Watervliet Arsenal to the proving grounds at Sandy Hook. Each of these guns is 40 feet long and weighs 115,000 pounds, yet the difference in weight between the seven guns is said to be only 5 pounds. These guns are nickel-steel tube army rifles of 40 calibers in length, instead of the usual 35 calibers. Instead of a jacket, a series of hoops are shrunk on the inner tube for nearly the whole length of the gun, and over this is shrunk a single jacket, covering about two-thirds of the length, and then another layer of long hoops. When the intricacy of this assembling process is considered, in connection with work done on lathes capable of handling guns 40 feet long, the close agreement in weight is almost phenomenal."

There is in Central Australia a spider that makes a booming noise at night. B. Spencer writes to *Nature* that the creature was, with the aid of the natives, easily captured. It forms a tubular burrow, about an inch in diameter and two feet deep, being a trap-door spider (*Phidippus crassipes*). At first the noise was attributed to a quail, but after keeping a dozen in captivity one, on being irritated with a straw, rose on her hind legs and made a low, whistling noise, moving alternately her palps up and down, on the chelicerae as she did so. While doing this she would make short, angry darts at the straw. The noise is made by an oval-shaped comb like structure on the basal joint of the palp, and so placed that when the palp is moved up and down it rubs against a special part of the chelicera, which is provided with several rows of

Beecham's pills are for biliousness, bilious headache, dyspepsia, heartburn, torpid liver, dizziness, sick headache, bad taste in the mouth, coated tongue, loss of appetite, sallow skin, etc., when caused by constipation; and constipation is the most frequent cause of all of them.

Go by the book. Pills 10c. and 25c. a box. Book free at your druggist's or write B. F. Allen Co., 365 Canal Street, New York.

Annual sales more than 6,000,000 boxes.

strong, sharp spines. The sound thus produced can be heard, when the spider is in a box in a quiet room, at a distance of at least six or eight feet. A very similar stridulating organ was found by Wood-Mason in an Indian trap-door spider (*Mygale stridulans*): and the figure he gave of it when stridulating well illustrates the attitude of the Australian spider.

During the past year the production of the turquoise, has been about \$30,000; in 1892 it amounted to \$175,000, and that of 1893 to \$143,000. At Eagle, Wis., a diamond of 15 12-32 carats was found. The largest one was found at Kohlsville, Wis. It weighed 24 1/2 carats. A diamond weighing 10 1/2 carats was found near Kalamazoo. The greatest diamond of any kind was found at the Jagersfontein mine, Africa, in June of 1893. It weighs 971 carats. It is of a fine blue white color, but for one slight spot in the center, and is valued at \$2,000,000. Rubies were found recently on the Reeves farm, near Franklin, N. C. This gem is growing in popularity. In Montana the sapphire has been found, also emeralds. In Maine the beryl is found near Topsham. They very strikingly resemble the Norwegian emeralds from Arendal.

A recent surgical operation performed in the Post-Graduate hospital of this city proves that one need not die from a broken neck. The operation was performed on a seventeen-year-old girl who fell from a hammock and broke her neck. The physicians decided that she had only a few hours to live, but her father took her to the Post-Graduate hospital, where Dr. W. O. Plympton, assisted by Drs. Dana and Ketsly removed the fifth vertebra which was shattered and pressed against the spinal cord. The neck was then bandaged into its normal position. The young lady was entirely helpless before the operation, but when restored to consciousness, she was able to move much as usual. The doctors say there will be no deformity, and no inconvenience, unless it be a slight stiffness of the neck.

Almost one-third of all humanity, or about 400,000,000 people, speak Chinese. The Hindu language and its various dialects are spoken by, perhaps, 125,000,000, the third place being accorded to English, which is now used by 112,000,000 people. Russian comes fourth, 89,000,000 persons daily using it to the exclusion of all others. German is spoken by 57,000,000 human beings, and Spanish by 48,000,000. Among European languages French now takes fifth place, and when the languages of the world are considered it ranks seventh.

Pins were very popular gifts in Queen Elizabeth's time. Until the close of the fifteenth century sticks and skewers were used to pin clothes together. Pins were a decided improvement, though at first quite expensive. From the sums granted for that purpose came the phrase, "pin-money," now so often applied to allowances for strictly personal enjoyment.

Thomas Carlyle's house in Cheyne Row Chelsea, London, was recently opened to the public as a Carlyle museum. Many pieces of furniture and other relics have been purchased and placed in it.

### Worthy Your Confidence.

The success of Hood's Sarsaparilla in conquering scrofula in whatever way it may manifest itself is vouched for by thousands who were afflicted by this prevalent disease, but who now rejoice over a permanent cure by Hood's Sarsaparilla. Scrofula may appear as a humor, or it may attack the glands of the neck, or break out in dreadful running sores on the body or limbs. Attacking the mucous membrane, it may develop into catarrh or lodging in the lungs lead to consumption.

## Must Praise Hood's



Mr. John W. Snyder.  
help praising Hood's.  
Saville, Pennsylvania.

"I was troubled with Dyspepsia, and was in such a condition I could not walk. In a week after I commenced taking Hood's Sarsaparilla.

### I Felt Better

Since taking four bottles I am perfectly cured—never felt better in my life. I can work hard, eat heartily and sleep well. My wife says there is nothing like Hood's Sarsaparilla. Can't JOHN W. SNYDER. Remember,

**Hood's Sarsaparilla Cures**

Hood's Pills cure all Liver Ills, Biliousness, Constipation, Sick Headache, Indigestion.

# BOVININE

Acts like magic in the alcohol and opium habits, entirely restoring the digestive powers.

## your child

You note the difference in children. Some have nearly every ailment, even with the best of care. Others far more exposed pass through unharmed. Weak children will have continuous colds in winter, poor digestion in summer. They are without power to resist disease, they have no reserve strength. **Scott's Emulsion** of cod-liver oil, with hypophosphites, is cod-liver oil partly digested and adapted to the weaker digestions of children.

SCOTT & BOWNE, Chemists, New York. 50c. and \$1.00

**HAIR ON THE FACE** IF LIGHT removed by depilatory; if strong, by electricity, permanently. 20 years' experience. Dermatologist John H. Woodbury, 127 W. 42d St., N. Y. Send stamp for book on Facial Blemishes.

A Sure relief for Asthma. **KIDDER'S PASTILLES**. Price 50c. by mail. STOWELL & CO., Charlestown, Mass.

BEST FACILITIES FOR supplying teachers, all departments. First-class teachers wanted. N. Y. EDUCATIONAL BUREAU, 61 East Ninth St. N. Y.



In Beluchistan doctors have a hard time. Every time they give their patients a dose of medicine they are required to take a similar one, as a proof of good faith. If the patient dies the relatives have a right to put the doctor to death, unless by some special arrangement he has been freed from all responsibility as to the consequences of his medicine.

The famous Blarney stone is in the wall of the north angle of the castle of Blarney, which is a few miles from Cork, Ireland. The story goes that whoever kisses it is gifted with great eloquence. As the stone is not easy of access the person who wishes to kiss it must be lowered by a rope. The phrase, "None of your Blarney," had its origin in 1602, when Blarney castle was besieged by Lord Carew. The Irish chieftain who held the castle, kept promising to give it up to the English, and always put him off by soft speeches, until Lord Carew became the laughing stock of the English court.

Dr. Parkhurst, in a recent article "On the Training of a Child," says: "A child's training should be ethical rather than intellectual. It is easier to make a person bright than sound. Intellectual training may be gained from books, but morality cannot be printed."

It has been observed that the soldiers and workers of the white ants (*Termes*), are, as a rule blind, with no traces of eyes. But a species has been found in South Africa, the workers and soldiers of which have eyes and work in daylight, like ordinary ants. In their habits they resemble harvesting ants, in cutting grass and carrying it into holes in the ground.

We cannot conceive of a higher animal without veins and lymph-vessels. But in water plants we not seldom miss the long and broad ducts of which the vascular system of land plants is constituted. At all events the vessels do not perform so important a part in the vegetable kingdom as the circulation of the life juices in the animal kingdom. Their principal service is to carry water from the roots to the leaves. From this we can understand how organs essential to the life of land plants can be dispensed with in water plants. They do not need a special conducting of water, because they are surrounded by that element on every side. The most marked instance of the absence of internal organs is met in an alga which forms green fields in the deeper parts of the Mediterranean sea. It has slender, branching, horizontally creeping stems which develop above in the water into leaves and below in the sand into fine thread roots. But the whole plant, often many feet in length, consists only of single gigantic cells. A tough skin incloses its juices, which flow in a continuous stream through the stem, leaves and roots of the curious growth, here taking up through the skin and assimilating mineral substances, there producing and transforming organic matter, and at the same time advancing the growth and increase of the whole.—M. BUSGEN, in *Popular Science Monthly*.

The Nickel Plate Road runs from Buffalo to Chicago, via Cleveland and Fort Wayne.

The Nickel Plate Road is the Low Rate, Best Service, Short Line, between Buffalo and Chicago.

#### During the Teething Period.

MRS. WINSLOW'S SOOTHING SYRUP has been used for over Fifty Years by Millions of Mothers for their Children while Teething, with Perfect Success. It soothes the Child, Softens the Gums, Allays all Pain, Cures Wind Colic, and is the best remedy for Diarrhoea. Sold by Druggists in every part of the world. Be sure and ask for "Mrs. Winslow's Soothing Syrup," and take no other kind. Twenty-five cents a bottle.

# Pears'

There is a  
Pears' Soap  
habit. No-  
body ever  
gets out of  
it. Can't.

## The St. Denis Hotel

BROADWAY AND ELEVENTH STREET,  
NEW YORK

Opposite Grace Church,

The St. Denis is the most centrally located hotel in the metropolis, conducted on the European plan at moderate prices. It has been recently enlarged by a handsome addition that doubles its former capacity. The new Dining Room is one of the finest specimens of Colonial Decoration in this country. Within a radius of a few blocks from the hotel are all the educational publishers of the city.

WILLIAM TAYLOR, PROP.

At the End of Your Journey you will find it a great convenience to go right over to  
**The GRAND UNION HOTEL**  
Fourth Ave., 41st and 42d sts.,  
Opposite Grand Central Depot, New York.  
Central for shopping and theatres.  
Baggage to and from 42d St. Depot free.  
Rooms, \$1.00 per day and upwards.

says do city use one  
**Elementary Sounds**  
and Diacritical Marks

Fully explained and illustrated by the  
**Step by Step Primer**

in Burnz Pronouncing Print.

Every teacher needs this book to give daily drill on the sounds of the language. Its introduction would revolutionize the teaching of Reading. We want every teacher to actively interest herself to secure its use. Price, 25 cents per copy. Special terms for introduction.

E. L. KELLOGG & CO., New York & Chicago

MON. TUES WED. THUR FRI. SAT. SUN.  
**S A P O L I O**  
USED EVERY WEEK-DAY BRINGS REST ON SUNDAY.

THE GREAT AMERICAN  
**TEA COMPANY**  
**LADIES!**  
Do you like a Cup of  
**GOOD TEA?**

If so, send this advertisement and 15 cents in stamps and we will send you a ¼ lb. sample of the best T imported. Any kind you may select.

### HOW ARE YOUR CHINA CLOSETS?

Are the old dishes chipped and cracked, and unsuited to setting off a spotless table-cloth? We will replenish it FREE.

Why drink poor Teas and Coffees, and ruin your health, when you can get the best at cargo prices? **PREMIUMS** for all—Dinner, Tea and Toilet Sets, Banquet and Hanging Lamps, Watches, Clocks, Music Boxes, Cook Books, Watch-Clocks, Chenille Table Covers, Cups and Saucers, Plates, Knives and Forks, Tumblers, Goblets, given to Club Agents.

**GOOD INCOMES** made by getting orders for our celebrated Teas, Coffees, Baking Powder and Spices. Work for all. 3½ lbs. of Fine Teas by mail or express for \$2.00; charges paid. Headquarters in U. S. for Pure Teas, Coffees, Extracts, Baking Powder and Spices. Beautiful Panel (size 14x28 inches) FREE to all Patrons. For full particulars, address

**The Great American Tea Co.,**  
31 & 33 Vesey Street,  
P. O. Box 289. NEW YORK.

### SPECIAL OFFERS.

We must make room for new stock and therefore make to our patrons the following extraordinary offers:

#### The Professional Teacher.

144 pages, size of TEACHER'S INSTITUTE—equal to 500 pages of an ordinary book—30 cents postpaid—one-half usual price. It contains N. Y. State Graded Examination Questions and Answers on Theory and Practice of Teaching. Many valuable articles on educational subjects.

#### Educational Foundations. Bound.

182 p.—600 pages. Cloth. Very valuable to every teacher. 60 cents postpaid. Regular price \$1.25.

#### Lubbock's Best 100 Books.

10 cents. Regular price, 30 cents.

#### Pooler's N. Y. School Laws.

Every N. Y. teacher should own it. Only 15 cents. Regular price, 30 cents.

#### Browning's Aspects of Education.

A standard treatise on educational history. 13 cents postpaid. Regular price, 25 cents.

#### Gladstone's Object Teaching.

8 cents. Regular price, 15 cents.

E. L. KELLOGG & CO., New York.

### Blackboard Stencils are the Best Aids for Illustrations.

We have about 50 designs of flowers, plants, fruits &c., for botany study. A 10-cent stencil and a 5-cent stencil sent as samples for five two-cent stamps. We have about five hundred of all kinds. Price list free.

E. L. KELLOGG & CO., 61 E. 9th St., N. Y.

**WENTWORTH'S MENTAL ARITHMETIC** looks like the simplest text-book in the world. That is because it has had the author's best thought for a dozen years.

Mental Arithmetic is distinctly a means to an end, and a simple direct method is, of course, the great object. Like all of Professor Wentworth's books, the Mental Arithmetic is the product of mature thought, and is admirably fitted for its purpose.

The opinions which we have received from all parts of the country are most favorable. It is a trim little book of 190 pages, neatly and substantially bound in cloth. The introduction price is 30 cents. We cordially invite correspondence. **GINN & COMPANY**, Publishers, Boston, New York, Chicago, Atlanta.

## TWO BOOK COURSES. IN ARITHMETIC.

**Essentials of Arithmetic.** Parts I. and II.  
By G. A. SOUTHWORTH.

## IN LANGUAGE AND GRAMMAR.

**First Lessons in Language, and  
Elements of Composition and Grammar.**  
By SOUTHWORTH and GODDARD.

These are works of sterling merit. There are many others such upon our list.

Our Catalogue, Price List and terms of introduction and Exchange sent on application.

**LEACH, SHEWELL & SANBORN**, New York, Boston, Chicago.



"IMPROVEMENT THE ORDER OF THE AGE."

## THREE NEW MODEL SMITH PREMIER TYPEWRITERS

Nos. 2, 3, AND 4.

HAVE YOU EXAMINED THEM?

MANY IMPROVEMENTS Heretofore Overlooked by Other Manufacturers.

Address **THE SMITH PREMIER TYPEWRITER COMPANY**,  
Branch Offices in Twenty-Nine Principal  
Cities in the United States. **Syracuse, N. Y., U. S. A.**

## A HISTORY OF ART,

For Schools, Seminaries, and Colleges, and Art Students and Tourists in Europe.

By Wm. H. GOODYEAR, B. A.

"As a text-book or as a handy volume to carry to Europe with one as guide to historic art, this book seems to be peculiarly suitable, both by reason of brevity and at the same time its completeness, and by reason of the categorical manner in which the facts are arranged and set forth."

—The American Architect.

"Goodyear's History of Art is all that could be desired as a Text-Book on this subject. We use it each year with increasing delight and heartily recommend it to all Art Students."—Miss E. A. KELLY, Prin. Charleston, (S. C.) Female Seminary.

314 Illustrations in color. 377 pages.

Royal, Svo. Cloth. Price \$3.50.

Special rates for introduction.

**A. S. BARNES & CO.**, Publishers,  
36 East Tenth St., New York.

*Translations*  
*Siteral & Interlinear*  
52 Volumes  
*Dictionaries*  
Greek, Latin, French, German  
*Arthur Hinds & Co.*  
14 Cooper Institute, N. Y. City.

**SLOYS**  
Benches, Tools & Supplies  
Lowest Prices. Headquarters. Send for Catalogue.  
Special discount for Schools and Classes.  
**Chandler & Barber**, 15-17 Elliot St.  
BOSTON.

Have you seen

THE **NEW HAMMOND**  
No. 2?

The **GREATEST**  
**TYPEWRITER.**

Work in Sight.  
Perfect Alignment.  
Uniform Impression.  
Improved Manifolding  
Marginal Note Attachment.

Write for catalogue, prices and specimen of work.

The **Hammond Typewriter Co.**  
403 & 405 East 62d Street,  
NEW YORK.